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THE AMERICAN School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

In This Issue:

- * The Social Composition of Louisiana Parish School Boards — *Hunter*
- * A Higher Level of Service and Support for Texas Public Schools — *Skipping*
- * Improving School Housekeeping — *Linn*
- * Criteria for Determining Local Units of School Administration — *Shannon*
- * The New York Plan of Rewarding Good Teaching — *Beecher*



VOLUME 119, NUMBER 4

OCTOBER, 1949

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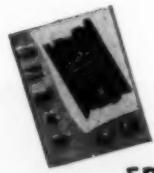
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THE AMERICAN School Board Journal

A Periodical of School Administration

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The contents of this issue are listed in the "Education Index."



They Certainly Kept the Faith

A glance over the trying and troublesome years just past brings to mind one outstanding fact. The publishers of textbooks and the producers of teaching materials and school furniture have kept faith with the school interests of the country. In spite of the fact that during the war and even until a year ago, school sales were very much reduced, they continued to improve their products. There were numerous new models of desks and other items of furniture, especially for use in the home economics, science, business, and other laboratory departments. They offered very complete new lines of machinery for school shop use. In the field of science, especially, there have been many new items of apparatus.

The schoolbook publishers have been equally enterprising. The changes brought about by economic and social conditions necessitated new approaches to the program of popular education. At the same time, there was a persistent effort, regardless of the prospect of manufacturing enough books for the market, to at least produce new and better titles.

Thus, the publishers kept in close touch with the progress made in method and curriculum, and tried to supply the necessary teaching aids of a modern day.

All in all, there has been a gratifying forward movement, and the school interests have been helped positively in guiding the school ship through the troubled waters of the postwar time.

The school interests have been well served by the school-trade interests during a period when men might readily choose to retreat instead of move forward. The commercial factors dealing with the American schools have maintained an enterprising and constructive attitude. They have fully kept pace with the school administrators who have held to their task with courage, tenacity, and confidence.

All certainly kept the faith!



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THE AMERICAN School Board Journal

Volume 119, No. 4

OCTOBER, 1949

Subscription, \$3.00 the Year

High Quality Found in—

The Social Composition of Louisiana Parish School Boards

*John A. Hunter, Ph.D.**

Within the broad limits of available resources, the level of school service in each community faithfully registers the caliber of its school board. Consequently, any community is doomed to disappointment if it hopes to have good schools without taking the trouble to select and put into office capable school board members.¹

Some important qualities for school board service do not lend themselves well to statistical analysis: for example, the individual's motives for accepting board duties, the sincerity of his interest in education, his ability to think independently, and his ability to work co-operatively. These and similar characteristics should be basic considerations in the selection of school board members. In addition to these intangibles, however, a school board should be representative and well balanced with respect to several factors which can be classified and counted, and its members should be willing and able to conduct their affairs in the manner which seems best in the light of accumulating experience.²

School Boards Have Critical Role

The fundamental character of public education in the United States is, in the last analysis, determined by the board that controls the school. To be sure, back of the board stands the state, but to the board the state has delegated the practical control of public education. Within the wide limits created by legislative enactment, the broad outlines of policy are shaped by the members of this body. According to the old adage, as is the teacher, so is the school. The teacher is the creature of the board of education, however, and, in his behavior both within and without

the school, he must conform to standards agreeable to the board. To a degree and in a manner seldom grasped, the content, spirit and purpose of public education reflect the bias, the limitations and the experiences of the membership of this board. Such board membership determines the possibilities of the school as a creative and leavening social agency. The qualitative advance of public education must depend as much on the decisions of the board of education as on the development of the science and philosophy of education.³

Who are the men and women who make up the school boards of Louisiana? How much training do they bring into their jobs? What is their economic status? Do they present a fair cross section of the people of the state of Louisiana, or do they represent a specific social class? These and many other questions are answered by this study.

In order to secure data on the social composition of Louisiana school boards, a questionnaire of 47 items was formulated and sent to the 673 school board members in the state. These 673 members represent 64 parish and 3 city school systems. Of the 673 board members, 456, or 68 per cent participated in the study. This is a relatively high percentage of return on a questionnaire study and would not have been secured without the co-operation of superintendents, board presidents, and the board members themselves. It is revealing to note that although the questionnaire formulated many personal questions, less than 2 per cent of the board members failed to sign their completed questionnaires.

Before presenting results of the study, the following definitions are presented:

School board. The term *school board*

refers to the board charged with the responsibility of conducting and controlling the public schools. In Louisiana, the term refers to the parish school board charged with the responsibility of conducting and controlling the parish public schools within statutory limitations. The term includes the school boards of the cities of Lake Charles, Monroe, and Bogalusa.

Social composition. Man's position in society is upheld by his fellow man's respect for him. This regard is founded upon certain relative values. These values would include a man's economic status, his social activities, his intellectual achievements, his individual interests and his service to society in his official capacity. This study has attempted to secure a composite picture of the board member in relation to the measures above, and has termed the composite, social composition.

The study is divided into five sections: economic status, educational status, recreational and social activities, miscellaneous information, and a summary.

I. Economic Status

School board members throughout the United States in general come from the professional, business, or ownership groups in the community.⁴ For purposes of classification, the investigator used occupational groups set up by Counts in his study made in 1926.⁵ These classifications are well adapted to this study. The type of classification desired was one which would divide the members into a small number of groups each of which would indicate some social homogeneity. The reader's attention is directed to Counts' study if a detailed breakdown of those occupations placed in each classification is desired. The only

*Supervisor of Statistics and Research, Louisiana Department of Education.

¹Research Bulletin, *Status and Practices of Boards of Education* (Washington: Research Division, National Education Association, April, 1946), p. 49.

²Loc. cit.

³George S. Counts, *The Social Composition of Boards of Education* (Chicago: University of Chicago Press, 1927), p. 1.

⁴Ellwood P. Cubberley, *Public School Administration* (Boston: Houghton Mifflin and Company, 1916), pp. 124-125.

⁵Counts, *op. cit.*, p. 50.

variation from Counts' study was in the last classification. Those board members who did not indicate their occupations, but who did answer the rest of the questionnaire, were placed in an unclassified group.

It is to be noted that the occupations of 99 per cent of the board members were secured. After the occupations of the 68 per cent of the board members who participated in the study were tabulated, the author wrote each superintendent listing those board members who had not participated and requested that the superintendent provide information giving the occupations. In this manner the investigator was able to secure data on 99 per cent of the board members. It is revealing to note that the distribution of occupations secured by questionnaire as compared to the distribution into classifications received from the superintendents followed the same pattern of frequency. Therefore, it is believed that the information on occupations is valid. Table I indicates the occupations of Louisiana board members as compared to Counts' earlier figures for the nation.

As the table indicates, the greatest percentage of board members comes from the agricultural group. This is not unexpected as Louisiana is primarily an agricultural state. It is to be noted that the greatest variation between the present study and that conducted by Counts several years ago is in the professional classification. The boards surveyed by Counts had more members from the professional occupations than the present Louisiana school boards.

For comparative purposes, it is interesting to note a study made on a nationwide basis by the National Education Association in 1946. This study tabulated reports on the occupations of 15,129 of the 373,287 school board members in the United States. The occupations were grouped into 11 classifications. Proprietors and executives constituted 28 per cent of the board members; farmers were listed second with 27 per cent; professions were third with 15 per cent. Housewives were fourth among the occupational groups, accounting for 7 per cent of the membership. The remaining seven occupations, in order of frequency, were technical and supervisory workers, general business managers, craftsmen and skilled workmen, clerical workers, unskilled laborers, salesmen, and persons employed in protective and personal service.⁶

Annual income. The questionnaire established four classes for reporting income: under \$2,000; \$2,000-\$4,000; \$4,000-\$6,000; and over \$6,000. Of the board members reporting income, 14 per cent reported that they made less than \$2,000. An income between \$2,000 and \$4,000 was reported by 26 per cent of the board members. Twenty-three per cent of the board members reported incomes in the \$4,000-\$6,000 classification, and 30 per cent of the board members reported in-

TABLE I. Occupations of Louisiana Board Members as Compared to Counts' Study*

Occupations	Louisiana	Counts' study
Agricultural	36	30
Proprietors	23	21
Manual labor	12	3
Commercial	10	2
Managerial	7	5
Professional	5	29
Clerical	2	2
Retired	3	7†
Unclassified	2	1‡
Total	100	100

*All figures expressed in percentages.
†Counts' classification was ex-officio.
‡Counts' classification was unknown.

comes of over \$6,000. Seven per cent of the board members failed to give their incomes. It must be noted that the information on incomes in reference to agricultural service cannot be compared on the same basis as the incomes of the other classifications. It is quite possible that members of occupational groups other than the agricultural spend much of their income on commodities that the farmer raises and uses in his home and therefore does not include the value thereof in his reported income. However, this investigation made no attempt to establish the real income of a farmer as compared, for example, to the real income of a manual laborer.

Income Alone Is Insignificant

Few would advocate the selection of a school board member because of his high annual income. Conversely, he is a poor candidate for school board membership whose chief qualification is financial incompetency. Only in so far as income truly reflects the individual's inherent worth can it have any real pertinence to his candidacy for board membership. If board members are drawn from various occupations, their levels of income should be sufficiently representative for all practical considerations. The median income reported for all board members throughout the United States was \$4,000.⁷ In Louisiana the median falls in the \$4,000-\$6,000 classification. In the matter of income, the board member in Louisiana compares very favorably with board members throughout the United States.

Amount of insurance carried. The

TABLE II. Home Ownership of Louisiana Board Members

Occupations	Total Number	Own Home	Renting Home	Buying Home	No Reply
Agriculture	141	132	4	3	2
Proprietors	114	109	0	5	0
Manual labor	52	50	0	2	0
Commercial	50	42	3	5	0
Managerial	32	23	2	5	2
Professional	25	21	1	3	2
Clerical	16	14	1	1	0
Retired	15	13	0	1	1
Unclassified	11	8	0	1	2
Total	456	412	11	26	9

⁶Ibid., p. 53.

amount of insurance a person carries is to some degree probably indicative of his economic status. Admittedly, many wealthy people carry little insurance and by the same token, people in less fortunate circumstances carry more insurance. However, the ability to carry insurance segregates those who are able to carry an amount of insurance from those who cannot carry that much because of economic status or other reasons. Therefore, in a study of this type, information on the amount of insurance carried is of some value. It was determined that the median amount of insurance carried falls in the \$5,000-\$10,000 classification with 159 board members carrying less than \$5,000, and 75 board members carrying over \$20,000 worth of insurance.

Home ownership. A criterion of economic status is home ownership. In addition to the value of the home indicating ability to invest that particular amount in a home, home ownership in itself is probably indicative of economic stability. It is at least a discriminating item. No effort was made in this study to determine whether or not a home was mortgaged. The board member was asked to indicate whether he owned his home, was buying his home, or was renting. Table II gives the results of the survey on home ownership.

Of the board members participating in the study, 90 per cent own their homes, 3 per cent are buying, and 5 per cent are renting. Only 2 per cent failed to reply. It is to be noted that all board members in the manual labor classification own their homes. On the basis of home ownership alone the data indicate that the Louisiana parish school board member enjoys a very comfortable economic status.

Value of home. Median home values indicate that the professional group had the highest median value of homes (\$11,000) while the agricultural group had the lowest median home value (\$7,329). Next to the professional group in home value was the proprietor group whose median home value was \$9,590, followed by the commercial group whose median was \$9,176. The median home value of the managerial class was \$8,769, of the retired group \$8,000, of the clerical group \$8,000 and of the manual labor group \$7,480.

Real estate owned in addition to a home. The board members were asked to indicate the value of real estate they owned in addition to their homes and they reported additional real estate with a median value of \$9,719.

Use of utilities. The use of utilities in the home is not necessarily an indication of economic status, as the availability of the utility often determines its frequency of use. The use of telephones is probably a discriminating item, but the availability of telephone service would determine degree of usage. For purposes of this study, telephones were classed as a utility.

Electricity was reported as being used by 99 per cent of the board members. Gas was used by 93 per cent, and 89 per cent reported that running water was used in the home. Sixty-six per cent of the board members reported that they had telephones in their homes.

Vacations. The data on vacations could be treated either in the section on educational status or in this section. Certain conclusions may be drawn in relation to educational and economic status. However, ability to take a vacation is an economic matter, not only in relation to being able to take time off from work, but also in relation to the amount of money available for the expenses of a vacation. This study did not investigate the types of vacations, and therefore expensive vacation trips and inexpensive periods of relaxation at home are treated in the same manner. Fifty-five per cent of the board members reported that they regularly take a vacation and 42 per cent reported that they do not take vacations. Three per cent did not answer.

Automobile ownership. Eighty-nine per cent of the board members reported that they owned automobiles. One hundred per cent automobile ownership occurred in the professional group: this, of course, was the highest of all the groups. The lowest percentage of automobile ownership was reported by the retired group with 80 per cent owning cars.

Number of servants in the home. There were 257 board members who reported that they employed no servants. Only 4 members reported employing as many as 3 servants, 40 reported employing 2 servants, and 155 reported employing 1 servant.

II. Educational Status

The board members were questioned on a number of items in an attempt to establish educational status. Questions were asked concerning the amount of formal training received. However, in addition to information about formal training, related facts were received. The extent to which a board member has traveled, the type of books he reads, the number of magazines to which he subscribes and the fact that he may read as a means of relaxation are probably factors indicative of his educational status. The investigator realizes that these factors will not necessarily help to determine educational status in all cases. However, consideration of these items together with the board members' formal training, will give a clearer insight into his or her true educational status. Just as formal training of itself does not insure development of social understanding, breadth of vision, and a loyalty to duty, neither does the lack of such training render impossible the development of these qualities. This investigation tried to go beyond the enumeration of years of formal training as the only criterion of educational status.

Formal training. Twenty-two per cent

of the board members were college graduates, the highest percentage, of course, being reported by the professional group. The lowest percentage of college graduates occurred in the agricultural group. Fifty per cent of the board members were high school graduates. The agricultural groups again reported the smallest percentage of graduates and the professional group, the highest. The median number of years of formal training of the Louisiana parish school board members is 11.9 years. These figures indicate that the Louisiana board members compare favorably with boards throughout the nation as indicated by the National Education survey.⁸ This survey showed that for the nation, 30 per cent of the board members had finished college and 42 per cent had graduated from high school but not from college.

Newspaper subscriptions. The attitudes and opinions expressed by American newspapers contribute greatly to the molding of public opinion. The motion picture, the radio, books and magazines also have significant influence. However, the place of the newspaper, not only as a news gathering agency but also as the chief molder of opinion, cannot be denied. This investigator believes that newspapers have affected school policy and will continue to affect school policy and therefore it was of importance to determine to what degree board members subscribed to newspapers. It was discovered that 93 per cent of the board members subscribed to a daily paper and 89 per cent, to a weekly newspaper. It is to be noted that a determining factor in frequency of subscription is the availability of the paper. This factor also determines if the member subscribes to one paper per day, two papers per day or to weekly newspapers.

Reading. The board member was asked if he enjoyed reading as a means of relaxa-

tion. By this device, the investigator attempted to determine whether the board actually enjoyed reading. Admittedly, the educational value of some reading material may be questioned. However, 92 per cent of the board members stated that they enjoyed reading with 8 per cent indicating that they did not read for relaxation.

Magazine subscriptions. The data show that 63 per cent of the board members subscribe to one or more weekly magazines with 77 per cent subscribing to one or more monthly magazines.

Most popular books. The six most popular books among the board members were: *The Robe*, *The Bible*, *Gone With the Wind*, *Foxes of Harrow*, *River Road*, and *Louisiana Hayride*. The board members were asked to list only the five best liked books read in the past five years. Other choices included *The Bishop's Mantle*, *The Egg and I*, *Peace of Mind*, and *War and Peace*. Over fifty different selections were listed. It is to be noted that 10 per cent of the board members belonged to book clubs.

Foreign travel. The investigator realizes that there is a difference between being in a foreign country as a result of military service, and being in a foreign country for purposes of travel and relaxation. Regardless of motive, travel in a foreign country subjects an individual to influences other than provincial. This factor cannot be underestimated in a study of a policy making body such as the school board. Thirty-four per cent of the Louisiana board members have traveled in a foreign country.

Travel in the United States. The median number of states in which Louisiana board members had traveled was 8.9. Six board members reported that they had been in all 48 states, and 130 board members reported that they had traveled in 1 to 5 states.

(To be concluded in the November issue)

*Research Bulletin, *op. cit.*, p. 75.



The Topeka, Kansas, Board of Education at its annual reorganization meeting. Left to right: Mrs. W. H. Mifflin, clerk; Marlin Casey; Kenneth B. Hobbs; Kenneth McFarland, superintendent; Arthur H. Saville, president; Kelsey Petro, vice-president; Mrs. David Neiswanger; Charles Bennett.

Extremes and Reversals in Education

Thomas R. Cole*

If we look back a few decades we can soon recognize the extremes and almost complete reversals that have taken place in our program of education. We seem to enjoy jumping from one end of the educational plank to the other when changes are to be made. The middle ground, which in most cases might be a safer place as a starting point, is avoided. Possibly, there would be less uncertainty about what is meant by "core curriculum," "broad fields," and "self-contained rooms" if we moved ahead a little more slowly and understandingly. It takes time, thorough study, and proper relationship with local conditions, to make changes that are likely to succeed.

Two examples of extremes and reversals in our educational thinking will be treated briefly:

1. Self-Contained Room vs. Semi-Departmentalization

We are hearing much these days about the evils of departmentalization and how it should be eliminated from the elementary schools. Two decades ago departmentalization was quite generally championed as a means of improving instruction and enriching the curriculum; now it is pronounced wholly bad by some and they argue we should return to the self-contained classroom.

Recent studies as to the relative merits of the one-teacher, self-contained classroom as compared with the semi-departmentalized school are difficult to obtain. In fact, we have had but few schools of the larger type during the past two decades that have operated on the one-teacher per-room plan. A very comprehensive study of the two systems of school organization in the Seattle schools was made by Dr. Fred C. Ayer of the University of Washington some years ago when the majority of the elementary schools were operating without any departmentalization.

The ten factors used by Dr. Ayer in making the study were:

"1. Attendance — This factor was measured by the ratio of average daily attendance to the average number belonging.

"2. Progress — The rate and facility of promotion plus the holding power.

"3. Achievement — Ratio of achievement to intelligence both in academic and in special subjects. Subsequent success in high school measured by tests, marks, and amount of work carried.

"4. Curriculum — Adaptability to mental, physiological, and social variations of the pupils. Opportunity for earlier begin-

*Professor of School Administration, University of Washington.

nings and longer sequences of secondary subjects. Wider variety of offerings and differentiation of courses. The promotion of preparatory, civic, health, cultural, vocational, home membership, and character aims of education.

"5. Instruction — Opportunity for specialization. The amount and severity of the teaching load. Stimulus for self-improvement of teacher. Opportunity for personal influence. Individual attention to pupils. Supervised study. Lesson planning. Classroom management.

"6. Supervision — Assignment and training of teachers. Discipline. Directed teaching. Inspection of schoolwork. Relation to special supervisors. Extracurricular activities.

"7. Administration — Organization of school program. School movements. Records. Community relations. General cooperation.

"8. Guidance — Exploration to discover aptitudes and individual differences. Educational and vocational counsel. Mandatory special training.

"9. Socialization — Participation in group activities. Stimulus toward co-operative effort. Training in leadership.

"10. Low Cost — Buildings and Grounds. Instruction. Supervision. Operation, Maintenance, Administration."

The rank in merit points for each type of school organization was as follows: (Rank 1 is high.)

Ten Factors	One-Teacher Type	Semi-Departmental-Type
1. Attendance	2	1
2. Progress	2	1
3. Achievement	2	1
4. Curriculum	2	1
5. Instruction	2	1
6. Administration	1	2
7. Supervision	2	1
8. Guidance	2	1
9. Socialization	2	1
10. Low Cost	1	2

It will be noted that the semi-departmental school ranked first in all of the ten factors except administration and cost. There was but little question that the semi-departmental school had an interesting program of work for the pupils which was shown by its widespread approval of the parents.

In approving Dr. Ayer's report it was decided that grades 1-3 should not be departmentalized but that grades 4-6 or 8 should be semi-departmentalized. The amount and character of departmentalization was to vary according to the size of the school. A typical program for a fifth grade was as follows:

Period 1	Home Room
2	Home Room
3	Elementary Science — Art (Periods alternate)
4	Library Reading
5	Music — Physical Education (Periods divided daily)
6	Home Room

(Explanation: The home room subjects — language, spelling, history or geography, arithmetic, and handwriting.)

According to the above plan a pupil had one teacher for a *half day*, and he went to other rooms for subjects that needed special equipment and called for teachers with specialized training.

There seemed to be no serious objection to this plan of school organization and it spread rapidly to every school of sufficient size in the Seattle system. The objections to the plan began when the departmentalization was *extended beyond the limitations* that were adopted originally. In a few years it was not uncommon to find that some schools were departmentalized practically 100 per cent and a pupil had nearly as many teachers as there were periods in the day. Naturally, few will defend such a procedure but there seems to be little justification for eliminating all departmentalization simply because of its abuses.

It would be well for us to go slowly in pronouncing an "*either/or*" to a semi-departmentalized program in the elementary schools. Good sense will tell us that but few teachers can teach all the special subjects with equal efficiency and that some form of interchange of subjects has been a blessing to them and to the pupils. Let us seek a middle ground that will preserve the home room and at the same time give the pupils the advantages of having happy well-trained teachers in special subjects which now claim one third or more of the school day.

2. Segregation of Pupils

An elementary teacher said to me recently, "If the principal would take one pupil from my room, who is completely out of place so far as work fitted for him to do is concerned, I will take a half a dozen more children of regular grade in exchange." Many teachers would make similar statements.

Twenty years ago, it was thought that much progress was being made in the schools when some segregation of pupils of low ability was made and teachers were provided who had adequate training for the work. We are now told there should be no segregation. We should not forget the 90 per cent or more pupils in a room, who can do regular work are entitled to their

(Concluded on page 88)

Epoch Making Reforms—

A Higher Level of Service and Support for Texas Public Schools *W. R. Skipping**

Texas has 254 counties. In 1948-49 there were about forty-four hundred public school districts in the state. In these districts live approximately a million, five hundred and eighty thousand children of school age. Taxable wealth for producing local school funds last year ranged from none at all in a few tax exempt school districts to \$161,000 for each child of school age in one extremely wealthy area. The state's equalization aid was available to only the districts that had school-age populations not exceeding 1500 children, but the amount of aid available was not sufficient to provide a reasonable program of school services and plant maintenance. Obviously, the state aid extended lacked a great deal of equalizing educational opportunity for all the school children in Texas.

Provisions of New Legislation

In June of this year, the Texas Legislature passed what were commonly called the Gilmer-Aiken Bills, providing an equalization plan with wider scope and richer benefits than had ever before been offered. This legislation also made other fundamental changes in the manner of administering public school education at the state level. The main purposes of the new laws, now commonly referred to collectively as the *Minimum Foundation School Program*, are these:

1. To establish a Central Education Agency composed of the State Board of Education, the State Department of Education, and the office of State Commissioner of Education, with the following obligations:
 - a) To exercise general control of the system of public education concerning the relationships between federal agencies and schools, except colleges, for persons under 21 years of age.
 - b) To carry out such educational functions as may be assigned to it by the Legislature, but with the understanding that all educational functions not specifically delegated to it are to be performed by County Boards of Education or by District Boards of School Trustees.
 2. To create the position of State Commissioner of Education, and provide for the appointment of a commissioner to serve for a four-year term, subject to successive reappointments, whose principal responsibilities include
 - a) Performing the duties previously performed by the State Superintendent of Public Instruction.
 - b) Serving as Executive Officer of the Central Education Agency and as Executive Secretary of the State Board of Education.
 3. To reconstitute the Textbook Committee so that it will henceforth consist of 15 members, appointed by the State Board of Education
- upon recommendation by the Commissioner of Education, for one-year terms, and whose duty is to make all recommendations for textbooks to be adopted by the State Board of Education for use in the public schools.
4. To establish the State Department of Education as the professional, technical, and clerical staff of the Central Education Agency, with full responsibility for carrying out the mandates, prohibitions, and regulations for which it is made responsible by statute, the State Board of Education, and by the Commissioner.
 5. To abolish the office of State Superintendent of Public Instruction, with the provision that the present incumbent is to be retained in the capacity of adviser until the end of the term for which he was elected; and to abolish the State Board of Education established by previous legislation as soon as the new 21-member board becomes qualified for office after being elected in November, 1949.
 6. To authorize the inclusion of the following specific professional positions in public schools, for which equalization funds may be allocated:
 - a) Classroom teachers, vocational teachers, special service teachers (including librarians, nurses, physicians, and visiting teachers), special subject or relief teachers who are referred to as itinerant teachers, and teachers of exceptional children.
 - b) Supervisors and counselors, full-time and part-time principals, and superintendents.
 7. To establish a respectable minimum salary schedule based on the extent of professional education and the number of years of approved experience earned by the employee, with additional allowances for extra administrative or technical services assigned.
 8. To require the establishment of county-wide transportation systems to accommodate pupils living two miles or more from school or from public transportation facilities serving pupils in municipalities, with these added stipulations:
 - a) The maximum annual allowance per pupil transported shall be \$31.50 per eligible child in thickly settled districts but shall not exceed \$63 for each pupil transported in the most sparse areas.
 - b) All pupil transportation equipment purchased by school districts with their tax money shall be acquired through the State Board of Control.
 9. To set a flat rate allowance to pay the cost of current operation, other than transportation, amounting to \$400 for each classroom-teacher unit in the smaller schools and ranging downward to \$350 per unit in the largest systems.
 10. To enable County Boards of Trustees to annex, by order, any land not included in an active school district to an adjacent district operating a school.
 11. To appropriate sufficient money to enable every district in the state to offer a defined minimum school program to every public school pupil, regardless of race or location of residence.

12. To provide a state level interim educational administration, under the direction of the State Auditor, to inaugurate the new program in time for it to be effective during the 1949-50 school year.

Although the purposes just enumerated include a variety of topics, the overriding objective of the legislation mentioned is to provide a workable plan for obtaining and distributing a sufficient amount of money to raise the poorer half of Texas schools up to the quality level already attained by the average.

Equalization Through Deficit Financing

The new equalization plan for schools extends aid essentially on a deficit financing basis. The state outlines the kind and quantity of educational opportunity that it is willing to guarantee to all pupils regardless of where they live; and it offers to pay for any part of that minimum program cost that cannot be financed with income from the usual sources of revenue, provided that school taxes are levied at the legal maximum rate. This plan puts a floor under the program of educational services promised all school children, but it fixes no ceiling to prevent any school district from offering a richer program if it is wealthy enough or ambitious enough to do better.

In order to put such an equalization plan into effect, it is necessary to establish three main items of information about each school district. First it must be determined just what the minimum program of school services may be for the particular school district. Then it is necessary to find out what part of the approved minimum program cost the applicant school district can pay for with its regularly available income. The third part of the pattern is a computation of the resulting deficit, if any, and the allocation of state equalization funds to fill the gap.

Setting up a Minimum Program

A minimum program of activities and services for a school district is usually considered in three main sections: (1) professional personnel positions, (2) the current operation budget, and (3) pupil transportation. The new equalization law is rather specific about the contents of the first and third of these sections, but little concern is shown about the details of the second.

Allocation of Professional Units

The number of pupils in average daily attendance during the last previous school

*Local Finance Officer, Austin, Tex.

year is basic to all computations for determining the number and kind of professional personnel units to which a school is entitled. It is this statistic that fixes the number of classroom-teacher units allowable. The number of classroom-teacher units allotted becomes in turn the basis for approving administrative and specialist personnel positions, where the number of teachers in a system or a group of small school districts is large enough to justify their employment.

Any school district which had fewer than 15 pupils in average daily attendance for last year can be allotted a classroom teacher unit only upon approval by the State Commissioner of Education. An average attendance during the previous year up to and including 25 pupils entitles a district to one classroom-teacher unit; and when the number is between 25 and 110, two units are allowed for the first 26 pupils and one unit for each additional 21 pupils. As the size of the school increases, the number of pupils in average daily attendance required to earn additional classroom-teacher units goes up also. Districts having credit for 1600 or more pupils in average daily attendance are allowed one such unit for each 26 ADA pupils.

Administrative and specialist personnel units are allotted in proportion to the number of classroom-teacher units approved for the district. Every district, however, operating a four-year accredited high school is entitled to a superintendent. One full-time principal is allowed for each 20 classroom-teacher units; but, if necessary, a part-time principal may be provided for any smaller school using more than two teachers.

Vocational teacher units and exceptional teacher units are apportioned according to state plans developed from studies of local needs and the ability to use such services profitably.

Supervisors and counselors may be allotted on the basis of one unit for 40 classroom teachers and one more unit for each 50 teachers or major fraction of 50. If a school is entitled to only one unit, it may have either a supervisor or a counselor but not both.

Special service teachers, including librarians, school nurses, school physicians, visiting teachers, and itinerant teachers may be employed in addition to other personnel for which a school system is eligible. The allotment of such units may be made at the rate of one special teacher unit for each 20 classroom teachers. However, schools employing too few teachers to be entitled separately to employ such specialist services or supervisors may enter into co-operative agreements in order to qualify for one or more such units.

When all of the professional units for which a district is eligible have been computed according to the state minimum schedule, the cost of professional services can be totaled.

An Allowance for Current Operation Expenses

The next main division of the services guaranteed by the State's Foundation School Program is called current operation. For each approved classroom-teacher unit, a flat sum of \$400 is allowed in systems using fewer than 75 classroom teachers; for schools a bit larger, the rate is somewhat lower; and in systems having more than 85 approved classroom units, the amount is reduced to \$350 for each such unit. The number of classroom teacher units multiplied by the appropriate rate gives the amount allowable in the minimum program budget for maintenance and operation expenses.

Transportation Aid

Pupil transportation is the third major classification of service considered. The new plan is intended to provide school buses for all pupils who live more than two miles from school or more than two miles from municipal transportation systems serving public schools. The number of children eligible for bus service, times the rate per pupil which the state will pay, should give the total cost of transportation. This kind of total is used for budgeting, but the state will take credit for any savings resulting from favorable local conditions enabling the system to provide transportation at a lower cost.

The three subtotals thus found for professional services, current operation, and pupil transportation make up the total amount of money needed to operate an approved minimum foundation school program for a particular school district. Just how to pay for it is the next essential consideration.

Financing the Minimum School Program

Income considered available to pay for an approved minimum program is made up of these items: (1) county available fund, if the particular county has such a fund of any consequence; (2) state available fund per capita apportionment amounting to some \$50 for each child listed in the school census; and (3) local tax revenue charged against the district by application of an Economic Index established by the new legislation. The nature and use of this device for measuring ability to produce revenue needs to be explained.

Local Effort Determined by Use of Economic Index

The Foundation School Program makes provision for application of the recognized principle that the exercise of local initiative and effort is essential in the operation of any effective school finance plan. This principle is reflected in the basic assumption that all the school districts in Texas combined should make sufficient effort to raise locally each year 45 million dollars for the support of their schools, in addition

to whatever they may need for retiring bonds and paying interest. Provision is also made in law for allowing any district to tax itself still more in order to raise extra money for enriching its educational program beyond the minimum foundation level.

In order that the effort and ability factor might be applied to all school districts uniformly, an Economic Index was outlined by the Legislature according to the following pattern:

1. Tax valuations (county assessments) of property taxed for school purposes	20 points
2. The number of school age children in the county	8 points
3. Income indicated by the value of products manufactured, minerals produced, agricultural products raised, salaries and wages paid by service establishments and retail businesses, weighted collectively ..	72 points

By use of this Index, the relative ability of each county to raise a part of the 45 million dollars mentioned is computed for use as a percentage figure. It shows that the most prosperous county in the state has a revenue-raising potential equal to 10.4 per cent of the total, while the tax-producing ability of the poorest county is only .015 of 1 per cent. However, each county is assigned only its own proportionate part of the local funds obligation which all counties together must raise. The amount determined for the whole county must be broken down so that each school district can be charged with just its own part of the quota fixed for the county. The percentage relationship between the assessed valuation of the district and the total valuation for the county is used to determine how much local revenue is charged against the district for support of its approved minimum school program.

Allocation of State Equalization Aid

If the amount of money available is not sufficient to cover the indicated cost, Foundation School Program equalization funds will be provided by the state to offset the deficit. In many cases the income from the usual sources will be adequate, or there may even be a balance after financing the minimum program. If such a budget excess does occur, it may be used to enrich the instructional program, pay better salaries, etc., or it may be carried over as a balance at the end of the year.

Inauguration of the Foundation School Program

The preliminary phase of putting the Foundation School Program into operation has been accompanied by a few difficulties as well as by gratifying developments. Most of the problem situations may be attributed to the extremely limited time between June 8, the effective date of the program, and school budget making time in August. The more pleasant aspects of

installing the new plan are related to the general eagerness of school administrators and the public to improve the pattern of school support; but it would not be honest to say that nobody has objected to the changes made. The most encouraging observation is that so many people consider the program their very own, for which they must hold themselves responsible.

Some Difficulties

It is probable that many difficulties which might have occurred were circumvented by the adoption of a plan for sending out specially instructed field representatives, to hold area meetings for assisting local school administrators to assimilate the instructions and regulations being released at the state level. The 16 men selected for introducing the new program were borrowed for a few weeks from public school systems where they are regularly employed as principals and superintendents. Because this field service was made available almost immediately, it is likely that many potential problems were not permitted to materialize. But not all has been smooth sailing.

Applying the Economic Index

In order to find out the amount of money that each school district should raise from local sources, as shown by application of the Economic Index, the 1948 assessed valuation for county taxes had to be ascertained for every district. The number of square miles of land in each district and the area of exempt lands were also to be included in each County Tax Assessor-Collector's certificate. Since coun-

ty tax officials do not usually keep such information regarding the independent districts, a great deal of correspondence and checking at the state level have been necessary for getting reasonably accurate basic data.

The Problem of Exempt Land

A special difficulty is involved in the procedure for determining the amount of local funds to be charged against the income of school districts containing certain classes of exempt lands. The law provides that "in any district containing state university land, state-owned prison land, federal-owned forestry land, federal-owned military reservations, or federal-owned Indian reservations, the amount charged against the district shall be reduced in the proportion that the area included in the above-named classification bears to the total area of the district." In order to give credit for such exceptions, it is necessary to know the exact areas of the special lands and of the districts in which they are located, as well as just what constitutes a military reservation, etc. Such information is very hard to get.

Lack of Transportation Cost Data

Pupil transportation to be provided on a county-wide basis, under the management of county superintendents and county boards of trustees, represents a radical change from the old practice of permitting every school district to have its own bus system to operate as expensively or as economically as it pleased. Consequently, there are no reliable cost accounting data for guidance in complying with the legisla-

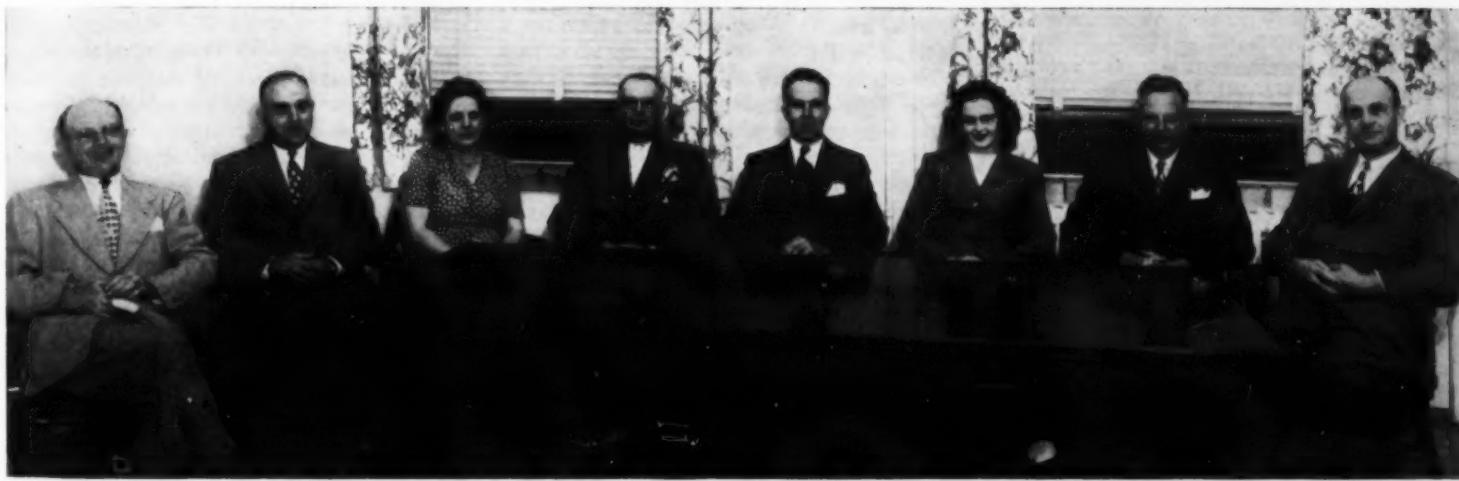
tive mandate "to annually set up the most economical system of transportation possible."

Reorganization Upsets

The consolidation of small districts with larger administrative units has been taking place so rapidly that financial arrangements between the State's Foundation Program Division and schools applying for equalization funds cannot be kept in adjustment. Between September 1, 1948, and June 8, 1949, there were 484 consolidations; but with the impetus supplied by recent legislation, 1318 districts disappeared during the past July and August when they were joined to adjacent units. Still more consolidations were being reported in September. It was therefore difficult to be certain that a school district for which equalization was approved in August was still in business and an eligible claimant for funds being allotted in September.

Conclusion

The program discussed in the foregoing report represents a genuine and vigorous effort by the Texas Legislature to (1) provide a more efficient method of administering the public schools by reorganization at the state level; (2) raise the general quality level of schools by defining a minimum program of services guaranteed to all pupils; and (3) provide more money, to be more equitably distributed, than had ever been done before in this state. A few already apparent defects in these new laws undoubtedly will be remedied as soon as practicable, but it is astonishing how few errors the legislators made.



THE BOARD OF EDUCATION, CONCORDIA, KANSAS, IN SESSION

The board of education of Concordia, Kans., has worked effectively for the development of a well-balanced elementary and secondary system of schools. In recent years the board, upon recommendation of Supt. Carl A. James, has interested the local parent-teacher associations in a unique library project.

In the high school a special conference room has been provided in which Superintendent James confers with parents in the solution of their problems. Incidentally, the room is equipped with a colorful collection of books for children, and parents are given the opportunity to become acquainted with books especially suited to home reading.

The PTA has been instrumental in the employment of a full-time librarian for the Concordia school system and in expanding the school libraries so that they include one of the finest collections of books in any school of the state. The school library and its improvement is a steady, continuing project of the high school PTA group, and the several elementary school PTA groups have taken similar action to renovate the elementary libraries.

Left to right: Ralph A. Johnson, member; Orrin Gould, member; Mrs. Fred C. Barber, vice-president of board of education and State President of Congress of Parents and Teachers; G. C. Gillan, president of the board; Superintendent Carl A. James; Miss Margaret Krizek, clerk of board; Ward Hormel, member; Ralph Austin, member.

Community Leaders Co-operate in—

An Adventure in Public Relations

J. John Halverson*

Much has been said in recent years about public relations, mainly about how they are neglected, in the public schools. That one can frequently hear unfavorable as well as favorable reports is some evidence that a complete job is not being done by the schools in the area of public relations.

It is not contended that the schools have the same interest in public relations as that of industry. But the schools have the responsibility for making it easy for the public to find out what happens inside the school buildings while school is in session.

The annual report of the board of education does not reach enough people, and if it did, its make-up would prove far too often to be of the government bulletin type. To dramatize a school report sufficiently to make it attractive is an expensive undertaking, often beyond the resources of a school budget. Spending public money on elaborate publishing projects might be questioned.

Visits During School Hours Planned

To give the public an opportunity to see what actually happens inside the school buildings during an ordinary school day was the purpose of a plan worked out jointly by the principals and the superintendent of the Albert Lea Schools. It was reasoned that if industry could profit by providing visitors with guided tours through busy plants, the school likewise could profit by inviting people to come to the school and spend some time observing pupils and teachers at work.

As the idea developed, a plan for carrying it into action developed. Briefly, this was it. Each Wednesday six members of a local group, such as the Rotary Club, Kiwanis Club, Lions Club, Labor Unions, various women's

*Superintendent of Schools, Albert Lea, Minn.



Vermund Anderson, Junior High School principal, right, explains records of the guidance department to visiting rural board members.

clubs, or the Chamber of Commerce were invited to be guests of the school at lunch in the school cafeteria. A host or hostess was assigned to each guest. Following lunch each guest was taken through certain departments in the school. The guests were so routed that among the six visitors the various school activities were rather well covered.

Only one injunction was placed on the visitors. They had to agree to report at a regular meeting of their clubs on what they had seen. What they reported was left to their choice. They were told they had the privilege of praising or criticizing adversely what they had seen. Thus each visitor related to his sixty or more fellow members the story of what he saw on his visit to the public schools.

He had "inside dope." He had seen a teacher skillfully handling a class of forty in world history. He had seen boys operating lathes in the machine shop. He had visited the meeting of the student council. This trip through the school for most citizens was much like a return to the old home town after an absence of thirty years. How the old place had changed.

Important Observations Made

The superintendent of schools attended meetings of Rotary, Kiwanis, Lions, and Toastmasters at which reports of the school visits were made. These observations were common: (1) the schools have changed, (2) there is more democracy in the teacher-pupil relationship, (3) the teacher no longer stands before the class asking questions and grading each answer, (4) the class period has become an open forum for discussion, (5) pupils have more freedom, (6) there is more extracurricular activity of the nonathletic type, such as journalism, dramatics, club undertakings, and music, (7) the shop program and vocational program have expanded, (8) the shop equipment has been increased by the addition of power driven tools, and (9) something new called "pupil guidance" has been added.

One prominent professional man stated that although he had graduated from the local high school and has two children who are graduates, and one still in school, this was the first time in over thirty years that he had been inside of a high school classroom while school was in session. The conclusion drawn from his experience is clear. If a man with active interest in education has found no occasion to spend time visiting the local



Charles Upin, chairman of the Albert Lea board of education, pointing shows tropical fish to visiting rural board members.



Visitors were entertained for lunch in the school cafeteria.

school, which annually spends over a half million dollars of public funds, then it becomes someone's duty to make it possible for such persons to see a modern school program in action.

It became evident that local citizens are reluctant to visit the high schools. Their own children resent it. The other pupils are likely to ask, "What was your dad doing in school today?" The visitor feels uncomfortable, fearing that wrong motives may be ascribed to him, unless he comes as an invited guest. One man put it this way. "I feel as if I might be regarded as a snooper."

The Albert Lea Junior and Senior High Schools serve an area which includes 61 rural school districts from which the senior high school pupils and part of the junior high school pupils are transported to Albert Lea by bus. In the fall of 1948 all the school board members from these rural districts were invited in rotation to be guests of the Albert Lea Schools for half-day visits.

The winter proved to be too short to cover all the districts in the high school area. Of the 61 districts, invitations were issued to the board members of 41 districts. The remaining 20 district boards will be invited to visit the Albert Lea Schools in 1949-50. Of the 123 board members invited, more than 100 came.

Schedule For Out-of-Town Visitors

The plan followed was about the same as that used in entertaining local visitors from inside the city. The visitors came for lunch. After lunch the group, if small, was taken through the school as a group; if large, in two groups. The Albert Lea *Evening Tribune* sent a staff photographer each time to secure a picture of the group for publicity in the next day's newspaper.

For the rural board members, the visits took on some of the aspects of old home week. Many were graduates of the Albert Lea High School. A few even met former teachers. Many

have sons and daughters now attending high school.

The farmers showed a keen interest in the physical aspects of the school plant. "How much coal do you burn each year?" was a question invariably asked as they watched the stokers pushing fuel into the fireboxes. When told that the average heating season requires up to 1400 tons they gained a new concept of the cost of operating a city school plant. "How much do you consider your school plant worth at the present time?" was another common question. The answer that the total depreciated value of the school plant and equipment is well over two million dollars was another fact of which they had been unaware. The third question invariably asked by someone was, "How large is your annual budget?" The answer to that, "over half a million dollars" with well over half of that sum spent on the high school, was another revelation.

The teachers and administrative staff of the Albert Lea Schools feel that the experiment so far has been worth the effort. The expense involved has been limited to the cost of the meals served to the guests in the cafeteria. They were served food from the regular menu for the day. Payment for the meals was made from the miscellaneous accounts in the junior and senior high school extracurricular funds.

The plan has the enthusiastic approval of the board of education and the Chamber of Commerce. It is hoped that the farmers will develop a greater sense of belonging to a city-country community, rather than to a separate group with different interests.

Learning by Seeing

The staff of the Albert Lea School's feel that if the picture of which the Chinese spoke is worth a thousand words, then a motion picture should be worth at least two thousand words, and the actual witnessing of the original action should be worth not less than four

thousand words. Multiply this by the number of times each visitor tells a friend of what he saw, and the result is interesting.

Evidence of the interest of those invited to visit school is found in several cases of persons who could not accept on the designated date, but who requested that they be included later. Of all groups, only a few individuals left before school closed for the day.

There are no methods for determining the value of an experiment in public relations such as this. Individual reactions give some clues. One group was scheduled to spend five minutes in a student council meeting, but stayed the whole half hour. Another group was given a few minutes for a quick look at the guidance program and one question led to another until the rest of the period was consumed. Several farmers wanted a class started in arc welding. One man was "utterly amazed" at the power driven tools in the machine shop.

NROTC PROGRAM

The U. S. Navy Department has for the fourth consecutive year launched a nationwide program of officer candidate selection and training. A nationwide qualifying examination will be held on December 3 to obtain registrants between the ages of 17 and 21 among high school seniors or graduates. Successful candidates will be offered a four-year college education at government expense and will be commissioned as officers of the navy or marine corps upon graduation. These young men, competitively selected, will enter colleges and universities with substantial financial support from the government. The deadline for applications in Princeton, N. J., is November 12.

FEDERAL ENROLLMENT ESTIMATE

Federal Security Administrator Oscar R. Ewing of Washington, has announced that public and private elementary schools, residential schools for exceptional children, and teacher training practice schools will enroll an estimated total of 23,377,500 children. The same types of schools at the secondary school level will enroll 6,533,000 boys and girls. Universities, colleges, junior colleges, and normal schools will register 2,400,000 young people. The grand total enrollment in all schools, public and private, will reach 32,671,500.

Improving School Housekeeping

H. H. Linn*

There is an old hackneyed expression to the effect that "Mark Hopkins on one end of a log and a student on the other end constitute a university." While originally this expression was intended to compliment Mark Hopkins as a great teacher, it should not be considered seriously as a description of an adequate educational institution. Indeed, one may question how effectively Hopkins could teach under such an actual physical condition — at least for any extended period of time — to say nothing about the student's discomfort. Furthermore — although it may have no great meaning — the quotation originally referred to a bench, not a log. A bench at least is a more comfortable seating arrangement and much more appropriate for the purpose. To improve the situation, we would want to provide a roof over the heads of our teachers and pupils to protect them against rain and snow, and surround them with walls to further protect them against the inclement weather. This shelter furthermore should be constructed with appropriate heating, lighting, and ventilating provisions. No doubt Mark Hopkins, if alive today, would give his hearty approval to these ideas.

A school building is an essential part of an educational scheme. Occasionally we hear someone speak of school plant costs as something to be considered as a sort of financial evil; that money spent for plant purposes is taken from the teaching budget. Granted that the success of an educational institution is determined in large measure by the classroom teacher, all of the funds cannot be spent for teachers' salaries alone. Carried to its ultimate conclusion, this would imply that school superintendents, principals, clerks, and other personnel, along with building custodians, are parasites.

School Building Operation

The fact should be accepted that operating an educational system is complicated, involving many different classifications of essential service. Building service constitutes one of the basic elements. Children are compelled by law to attend some type of educational institution for at least a limited period of time, and we have the obligation of providing them with decent schoolhousing which is safe, healthful, comfortable, and reasonably convenient. We must not only build such physical structures; we must also continue to operate and maintain them.

School plants, after construction, receive

*Professor of Education, Teachers College, Columbia University, New York 27, N. Y.

two types of attention: (1) operation and (2) maintenance. By operation of plant we refer to the daily routine care of the building and grounds required to keep them in service; to cleaning activities and to utility provisions such as heating, lighting, and ventilating. By maintenance of plant we refer to the cyclic but less frequent routine repair work required to keep the buildings in their original state of usefulness. Operation and maintenance, therefore, are distinctly different in purpose, although allied in character. In both cases man labor is employed, but there is some difference in the type of labor. Operating activities generally are assigned to men and women with no special training for their work and often with no former experience in this area. Maintenance employees more often are selected on the basis of special skills in the building trades.

This paper will be devoted largely to a discussion of the operation area which commonly is spoken of as janitorial service. Personally, I prefer to speak of custodial service, since it is my belief that the service merits the higher sounding nomenclature. The term janitor too often is associated with the thought of some old decrepit man who probably can't find decent employment elsewhere but who is considered acceptable for school cleaning and heating work. I just won't accept such a thought, nor will any thinking person connected with a school system after analyzing the importance of a school custodian's job.

The school custodian holds an important position. In many communities he, more than anyone else, is responsible for the care of costly public property with valuations running into hundreds of thousands and even millions of dollars. It has always struck me as incongruous that a community will spend large sums of public money for its civic plants and then sometimes carelessly entrust their care to untrained, unskilled, and unsupervised men. In many cases the communities are fortunate in securing potentially competent and conscientious men who assume their responsibility, and who learn and grow on the job. Other communities are less fortunate, and their buildings may run down rather quickly and deteriorate for lack of proper attention.

The school custodian is responsible in part for the health of the occupants of a school. If he understands the importance of sanitation and exerts himself to keep the building clean, his service results in at least a retardation in the growth and spread of harmful disease germs and bac-

teria. The proper operation of heating, lighting, and ventilating provisions also has a bearing on the health of the building occupants.

Safety Responsibilities of Custodian

The custodian must accept a share of responsibility for the safety of pupils and teachers; safety against the hazards of fire and accidents. Many fires and accidents occur as the result of poor housekeeping practices, and others because of defects in the building structure or appurtenances. A custodian, of course, cannot be held responsible for all existing hazards, but if he knows his business and is alert, he can reduce the number. A school fire can be a terribly tragic affair, and fire prevention ought to rank high on the list of a custodian's responsibilities. He also must appreciate the importance of fire exits so that occupants are not trapped or impeded in seeking egress from the building in the event of an emergency. Furthermore, he should know what steps to take to fight a small incipient fire in its earliest stage.

The school custodian is responsible for maintaining high standards of cleanliness and neatness which, by their example, may prompt children to set up higher personal standards of cleanliness and neatness.

Teachers and pupils are influenced by their environment. They unquestionably can do better work in clean, attractive, and comfortable rooms than they can in dirty, stuffy areas that either are too cold or too warm. To the extent that he can provide the more appropriate conditions, the custodian is aiding in the teaching and learning processes.

Building service employees can help to build good will for their respective institutions by their demonstration of efficiency, and by their manners, attitudes, and conduct when they come in contact with the public. They also can contribute to the development of good spirit and morale among the building occupants by a courteous and cheerful co-operative attitude.

The efficient custodian, furthermore, can effect financial economies in carrying out his duties. By a proper scheduling of work assignments, he can reduce the amount of waste time. In a large building with a number of service employees, such effective scheduling actually may result in a reduction of man power. The man who knows how to fire his furnace efficiently can reduce the fuel bill. The person who prevents the wasteful use of such utilities as electricity, gas, and water is effecting economies. This also holds true for the

person who husbands cleaning supplies and materials, using what is required but avoiding needless waste.

Desirable Qualifications of Custodians

When these various responsibilities of the school custodian are considered jointly, it ought to be clear that the position is not a simple menial job that can be handled properly by any "Tom, Dick, or Harry." School administrators, in filling these posts, should seek potentially capable persons who can learn and grow on the job. Other qualifications and characteristics of the desired personnel may be described by such terms as:

1. Physically sound and able
2. Intelligent
3. Possessed of common sense
4. Mature, but not old (when first employed)
5. Reliable and dependable
6. Honest
7. Personable in appearance
8. Of good character and acceptable habits
9. Imbued with initiative and industry

If the foregoing description is accepted, we must be prepared to make the position of school custodian sufficiently attractive to interest competent people in this work as a career. Security of position, while desirable up to a point, is not enough. The pay must be high enough to attract the good people who otherwise choose to remain outside of public service. There also ought to be appropriate hours of work and reasonable emoluments in the way of paid vacations, holidays, sick leave, overtime pay, and pensions upon retirement. And above all this, we must try to make the position a respectable one in the eyes of the employee and his friends and associates, for men want to be approved, respected, and appreciated.

Securing potentially capable people for the custodial positions, while important, will not in itself assure a community that the standards of service rendered in the school will be acceptable. There must be an adequate number of people to carry on the job. I have visited a number of schools with poor standards of service, but with excellent custodians who, however, could not possibly do the work of two or three people. Able men with impossible work assignments tend to become frustrated when they find that their best efforts fall far short of the desired mark. Overloading a potentially competent man can easily wreck his morale, and when this happens I blame management.

Good Supervision Essential

At this point it may be well to emphasize the important part that management plays in the building service area. In larger communities the school organization usually has some business official or supervisor in charge of building services, so some positive direction is given to these activities. In many of the smaller commu-

nities the chief school administrator (superintendent) may be so busy with academic affairs that he neglects the custodial supervision. Indeed, it is not uncommon to find cases where the custodian is almost a law unto himself, since the school administrator knows little or nothing about building service and is satisfied to let the custodian carry on as best he can, so long as there is enough heat in the building and the dirt on floors and other surfaces does not become too intolerable. Low standards of service thus may be established because of the failure of a supervisor to insist upon the proper standards. In effect this means that standards often are set up by default and not by design.

Not only does a supervisor need to know what constitutes proper standards of service, he also ought to know the "what," "when," "where," and "how" of the many different individual tasks inherent in the service, and he must be able to instruct the worker in the ranks. Some supervisors know what the work entails but do not have the ability to impart the information and "know how" to their fellow employees. That is one reason why many men elevated from the ranks to the position of supervisor fail to make good. They are promoted because they, as individuals, have been doing a good job, but they lack the quality that must be a mark of a successful supervisor: the ability to instruct others. Telling a man what to do is not enough. Demonstrations of proper methods and techniques are helpful, but there must be appropriate patient follow-up with the learner developing the skills over a period of time.

Needless to say, the supervisor ought to be a person who has ability to get along with other people. Patience, firmness, and fairness are virtues. The successful supervisor is a leader who inspires respect and confidence. In a sense one may say facetiously that the supervisor has to be a heel, since it takes a heel to keep one on his toes, but the expression should not be accepted too seriously. The competent supervisor does keep his associates on their toes, but this can be done in a manner that commands respect. The supervisor who is arrogant, conceited, impatient, and "bossy" is less likely to succeed.



Instruction of employees can be done on both an individual and group basis. A beginner may need considerable individual help since there are many tasks requiring different techniques. It may be said at this point that the instructor must know his business, for otherwise he will be training a person along improper lines. Many a wrong technique has been perpetuated down through the ranks by one person showing another what to do — but wrong. Some instruction can be done by the group process. A two- or three-hour meeting of custodians once a month can be an excellent means of instruction. A three- to five-day refresher course during the summer vacation period also may prove to be profitable.

Work Schedules vs. Loafing

It is my judgment that the custodial employee should have some type of written work schedule outlining what he is expected to do (when and where) throughout his work period, with an appropriate allotment of time for each of the many individual tasks. This, of course, cannot be too rigid since contingencies may develop that require some modification. A heavy snowfall, for instance, necessitates snow removal from walks, but this usually is not a daily task to be included in the written schedule. Custodians who have not had written schedules generally do not think much of the idea when it is first presented to them, and they give many arguments against the proposal. Some fear that it will be too rigid to be workable, but it is my opinion that some of the men have enjoyed the loose flexible arrangement giving them frequent indefinite rest periods, and they do not wish to change. A well-developed schedule, however, has many values. In writing up a schedule, consideration must be given to the timing of the several jobs, with some sort of priority rating. There is less opportunity to overlook or neglect a task, and in a building with several employees there is less chance of overlapping jobs. A written schedule also is useful in the event a substitute is called in to take over a job on short notice. A properly outlined work schedule will provide reasonable rest periods but will avoid an undue amount of "loafing." I am assuming, of course, that the men will have a reasonable length of work day, approaching eight hours on the average for the ordinary school day. The custodian of the so-called one man building often is required to put in many more hours during the winter season, and this fact should be taken into account in making out his assignments.

At this point I should like to suggest that in some cases a school should have additional custodial help in order to provide more reasonable work loads for the employees. Part-time help can be employed if a full-time assistant is not required. Women have proved to be par-

ticularly efficient in such types of work as sweeping and dusting, and they often are available on a part-time basis. They also can do light mopping, can clean glass in doors, polish hardware, and clean plumbing fixtures. They are less useful for such jobs as firing the furnace, shoveling snow, washing windows and walls, and moving heavy furniture, but with the exception of firing, these tasks are not of a daily routine order.

In a building with more than one custodian, staggered work shifts often can be arranged advantageously. There are two active work periods, one before school opens in the morning, and the other after the close of the school day. While there are many tasks that can be done during the interim, there is greater freedom to work when the pupils are not present. Indeed, in a building of some size with several employees, it is sensible to arrange for much of the cleaning on an evening shift, say from four o'clock in the afternoon until midnight. At any rate, there is nothing sacred about requiring all the custodial help to work the very same hours.

Good Tools and Materials Helpful

My last suggestion calls for providing adequate and appropriate custodial tools, supplies, and equipment. Labor accounts for more than ninety per cent of the housekeeping costs. Good tools and equipment usually pay for themselves in the saving of time and increased efficiency of service. There are available electric driven scrubbing and polishing machines, and vacuum cleaners for picking up both dry dirt and wet mopping water. There are power mowers for the large school lawns, and electric clippers for extensive rows of hedges. There are mechanical devices for wall washing. Many different types of hand tools are available for such jobs as sweeping, dusting, and mopping, with a wide range of effectiveness. In general, get the better tools; they usually prove to be a good investment, and they add to the morale of the worker who uses them. Then too, get an adequate supply of appropriate housecleaning materials. There are many different brands of cleaning detergents, polishes, floor seals, waxes, and the like, of varying values. School business officials know that high price and ballyhoo do not guarantee high quality.

In summary then, I would say that in order to establish a high standard of schoolhousekeeping service, attention should be given to the following pertinent points:

1. Secure potentially capable people for the custodial positions.
2. Provide proper supervision (including inspection service).
3. Train the employees for the jobs to be done.
4. Set up appropriate written work schedules, and provide adequate man power to carry out these schedules.
5. Provide appropriate tools, supplies, and equipment in adequate amount.

Experience Recommends—

Criteria for Determining Local Units of School Administration

J. R. Shannon¹

The last word has not yet been said—and will not now be said—on the type, size, and nature of local units for school administration. From the pioneer days, when the district was the logical and natural unit, to the present, when some well-meaning authorities are advocating the state as the administrative unit with no local units at all, the trend has been definitely toward larger units. But is it true that if some increase in size of local units is good, more is better? Might there be a point of diminishing returns, beyond which the advantages of larger size start declining and the disadvantages of larger size outweigh the advantages?

Basic to any settlement of disagreements over the type, size, and nature of local units for school administration is the setting up of criteria for determining the same. This thought is not new; more formulations of criteria than one have been posited. But the formulations thus far have erred in two directions: (1) they have split a single basic criterion into a number of subdivisions and called each coordinate with other major criteria; and, more serious, (2) they have omitted some basic factors which are essential to a satisfactory solution. A new formulation of criteria—five in number—is offered here with the belief that the five cover all aspects of the problem and do not overlap one another.

How Large is Large Enough?

Large enough. All earlier formulations have included this criterion, and commonly listed it first. One formulation splits this single factor into four separate criteria. The universality of recognition of this factor, aside from its common-sense basic importance, attests its validity. Obviously, most pioneer rural districts, townships, towns, and exempted villages are too small, but how large is large enough?

A local unit for school administration should be large enough to maintain a comprehensive school program, extending from the kindergarten through the twelfth or fourteenth grade, with classes large enough to avoid increased per capita costs, and an over-all size sufficient to justify adequate administrative and supervisory services without disproportionate costs for overhead.

A criterion stated in so long and com-

plex a sentence needs an exegesis. "Comprehensive school program" means a breadth of curricular and extracurricular offerings sufficient to meet the aptitudes and interests of all pupils. What it takes to be "comprehensive" in one community is not the same as in another. In Bedford, Ind., for example, stonemasonry would be a justifiable course and wheat growing would not, while at Salina, Kans., wheat growing would be justifiable and stonemasonry would not. "Comprehensive" must be interpreted to mean comprehensive with respect to the community.

Obviously, if a school is small, it can't broaden its offering without making classes small and per capita costs high. But if a school is so large that its classes have to be split anyway, the cost will not be increased if a split group no longer pursues the same course. "Classes large enough to avoid increased per capita costs" are possible only in schools with enough students to operate economically after each follows his individual bent.

"Extending from the kindergarten through the twelfth or fourteenth grade" is the only variable stipulation in the criterion. Whether a local unit extends its offering through the junior college or just through the senior high school will depend on the size of the unit, its proximity to adequate state or private colleges or junior colleges, its will to extend secondary education vertically, and state policy relative to local public junior colleges. In any case, the whole expanse will be one, and only one, local administrative unit. Overlapping units, with a taxpayer or patron living in one elementary school district, another high school district, and perhaps in another junior-college district—two or three overlapping districts all at the same time—as in Illinois or California, is a nuisance and an abomination. All such units in an overlapping pattern are too small except, perhaps, that of the highest level of school.

"Adequate administrative and supervisory services without disproportionate costs for overhead" are possible only in a local unit large enough to have a comprehensive senior high school and perhaps a junior college. Administrative and supervisory services are not fads or creations of loafers looking for soft jobs or of egoists seeking self-glory. They really are services; but a small corporation can't afford them and shouldn't try.

¹Sacramento State College, Sacramento, Calif.

Disadvantages of Excessive Size

Small enough. An acceptable set of criteria 25 years ago would have included in Criterion Number One the stipulation of "enough taxable wealth to maintain a comprehensive program." As essential a feature of "large enough" as that would have been at that time, however, it is not essential today. Within the past quarter century, both expert and lay thinking has abandoned the belief that a local school corporation need be solely self-supporting. It is now generally presumed that a large portion of school support come from state revenue. State support is not tantamount to state administration, however. With state support for the state minimum educational program, it is no longer necessary for local units to be cumbersomely large — and it never was desirable.

Just as a local corporation can be too small, so can one be too large. As suggested before, just because some increase in size is good, is no reason for believing more is better. There is a point in any locality beyond which increase in size ceases to add advantage, and at which disadvantages of size start outweighing advantages.

A local unit for school administration should be small enough to retain a feeling of oneness among its people. It should be a natural unit. It should have social integrity. Community feeling should pervade the whole. If there be wisdom to the admonition, "Whatsoever God hath put together, let not man put asunder," so is there to its converse: whatsoever God hath put asunder, let not man put together.

Advance in means of communication has enlarged concepts of local oneness and local autonomy, but it has not destroyed them. People are accepting larger areas as local communities, but they still like the feeling of local cohesiveness. To jump all the way from local control to state control is neither necessary nor advisable. Rule ceases to be home rule when it emanates from a statehouse. When teachers' contracts are made at state capitols and local supervisors live in state capitols, school administration has reverted to the status of Roman provinces. (And to think: some people have traumas over federal control!)

Counties in many states, California, for example, also are too large to enable residents to feel the spirit of unity which is necessary for wholesome school-community relations. Nature does no things according to straight lines and right angles. Such geometrical configurations are made by man — chiefly, perhaps, for the convenience of school kids in their map drawing. Natural communities bear no relationship to man-made, artificially surveyed lines.

Rural Areas Belong to City Districts

No distinction between urban and rural areas. The chief bane of thousands of local units for school administration at present is the arbitrary and artificial distinction between urban and rural. Man-

IN SCHOOL

Ragged little urchin — on your stool aperchin'
What wild tho's are racing thru your head?
With shocked hair of old yellow,
You're a cunning little fellow
Who deserves a scolding but receives a smile instead.

Can teachers stern ignore you?
Tell me, I implore you,
Do you learn your lessons as you should?
What is that you're wishing?
You would rather be out fishing.
Well, somehow I knew you would.

You will never be a student.
You must learn to be more prudent,
And your teacher you must not annoy.
You feel you are not yearning
For lots of books and learning.
That's just what tells me you are all true boy.

— Irene C. Robinson

made boundaries exclude people from corporations which are their natural local metropolises. They go to church, to lodge, to market, in their urban nucleuses, but their schools are separate, working to the disadvantage of either the urban centers or their outlying contiguous peripheries or both. Expert farming is making two blades of grass grow where there formerly was only one, but expert farmers do not want their exclusion from local urban centers to make two school corporations where there ought only be one.

Most states which use the county as the local unit for school administration exempt cities. There is no reason in nature for such distinction; it results from man-made tradition, and it is artificial. In states having the township as the local unit for rural school control, such as Indiana, an incorporated town or city can be wholly separate if it wishes, even though rural school buses drive right past the town school to deliver pupils to a township school in the outskirts. States which still keep the district as the local unit have separate districts for urban and rural areas.

An ideal local school corporation will consist of an urban nucleus and as much contiguous rural territory round about as belongs to it by the nature of geographical factors. Doeville School Corporation will extend beyond the cluster of houses and stores called Doeville until it meets Roeville, Coeville, Moeville, and Joeville, to the north, south, east, and west, respectively, and its boundaries won't form a rectangle. Rivers, swamps, mountains, coast lines, ridges, or valleys will separate units in many instances, but in many others — especially in plain country — there will be nothing more than the irregular demarcation made by rural folk about halfway between urban centers which, because of the course of highways or of personal whim, sends those on one side to Doeville and those on the other to Roeville.

Flexibility. The only thing which is unchanging is change itself. After a state is divided into what constitutes ideal local units of school administration, alterations will have to be made from time to time. As the public changes its mind regarding the extent of the local school offering or the magnitude of the local community; as population grows or shifts in adapting to discovery or development of natural resources, revisions of corporation line should follow. The New England town at one time most nearly approximated the ideal local unit for school control, but it erred in not adapting itself to change. Time and technological advance have made many of the towns too small. Population shifts, as in the case of Wayland, Mass., cause whole new cities to grow up in the edge of inflexible town units. "As it was in the beginning, is now, and ever shall be" is a sour standard for school corporations.

Intermediate Administrative Units

Simplicity. Other things being equal, the simplest organization is the best organization. In every state, the city school corporations, especially the larger ones, deal directly with the state department of education, with few or no routings through intermediate channels. Not so however, with rural or village corporations; they operate through intermediate units. In states which have counties but not county units for local school control, the county is an intermediate unit. It is proverbial, however, that the county superintendency is a political office, manned, as a rule, by incumbents no better qualified — if as well — than the local school heads whose channels of communication with the state are routed through them. If the earlier criteria of this formulation are observed — if the natural unit is adopted — there will be no need for intermediate units.

Conclusion. The relative importance of the five criteria in this formulation probably is the same as the order in which they are presented above (which is also the order of length of their treatment). The first three are most fundamental. They really set up the system; the last two merely modify it. But less importance is not unimportance. The five criteria work together as one. They are analogous to the several reports on the attributes of the elephant given by the individual blind men; they all look at the same ideal local unit from different points of view. It is as appropriate to ask which is more important, the front wheels, the rear wheels, or the steering wheel of an automobile, as to ask which of the criteria are most important. All wheels are essential in enabling an automobile to function, and all criteria are essential in enabling a local school corporation to function. A car can't go places without all five wheels, and a school corporation can't get far without meeting all five criteria. Local school administration has muddled and fumbled long enough; it's time it started going places.

GOING TO NIGHT SCHOOL IN A TYPICAL AMERICAN CITY

Photographs by D. O. Tranquille



The door of opportunity is represented by the entrance to the Utica Free Academy, Utica, New York, where more than 1000 students attend night classes.



The planning of courses and the programming of classes is a challenge met by Assistant Superintendent Horace Griffiths and Principal Burt Hawks.



The new applications of electricity provide opportunities for which young men must prepare themselves.



Housewives are readily attracted to classes in upholstering and furniture covering.



A cabinet to fit a narrow wall space provides a challenge in design and construction.



Classes in typing and shorthand always attract large groups who see opportunities for self advancement. Older students who find themselves in a rut use the knowledges and skills acquired in night school to advance to new jobs.



The most modern types of machinery offer opportunities for gaining valuable trade knowledge. Adult students particularly appreciate the chance to advance.



The Utica Free Academy has a fine selection of production machines for in-service training of machinists.



Every form of needlework is offered in the night school from the simplest beginning in sewing and knitting to advanced dress design. The classes usually include women who use their new knowledge occupationally.



Opportunities to advance in the operation of new types of office machines are offered in the Academy.

Both men and women learn improved skills in home cookery.

Remarks About School Marks

*Van Miller**

(Concluded from September Issue)

III

One might consider bases for marking in three broad categories. The basis most widely used in the past is that of comparison. The pupil is either ranked with his classmates or compared to averages established for a group larger than the class. The use of standardized tests falls into this category. A second basis was the result of a reform which attempted to consider individual differences in capacity. Marks were at least partially based in terms of whether or not the pupil was doing all that could be expected of him. The third basis is perhaps in the process of development. Marking would represent evaluation of growth toward group or individual goals chosen or accepted by the individual or group being marked.

When marking is on the basis of ranking or comparison with others, stress is on competition rather than on co-operation. If the comparison is to be accurate, it is essential that all pupils do the same exercises regardless of how beneficial or useless such exercises may be to each specific child involved. With such a system it is easy to get into the error of selecting teaching materials because they can be objectively scored rather than because they really serve the growing needs of boys and girls. Some of the workbooks which flooded our schools had more to recommend them from the ease and fairness with which they could be scored than any service they rendered to the objectives of education.

Comparison Marking Discourages Study

When the marking system is based on comparison, being better than or as good as the rest may and frequently does involve encouraging the rest to be poorer — to do less studying. Such practice is embodied in the theory of "the gentleman's grade" or, in more recent times, the use of the term "scab" to pupils who do homework. Students are encouraged by such a system to band together to avoid as much work as possible rather than to work together to grow as much as possible.

Comparison is easier and more accurate in arithmetic, for example, than in such activities as theme writing or presentation of oral reports. In such instances the teacher must use subject judgment aided by reference to whatever standards he had been able to establish. In a spelling class where each child spells the same list of words, there may be accurate basis for

comparison. How can we be sure that the 100 per cent list set up by teacher or text is the 100 per cent list needed for each youngster. In modern schools spelling lists for each pupil are made from words he needs and does not presently spell correctly. A system of comparative marking thus overlooks the fact that each pupil has his own ultimate purposes which differ from those of the rest except in the very specialized classes such as advanced shorthand or specialized shopwork. Activities and work which may be "A" work in the opinion of the teacher or in terms of needs of certain pupils may well be other than "A" activities in terms of life objectives of others. Possibly high marks indicate that the pupil's thinking agrees with that of the teacher, textbook writer, and test maker instead of indicating any degree of growth on the part of the pupil himself. An eastern college president, commenting on the value of high school marks in selective admissions, discounts them as indefinite symbols indicating anything from weakness and lack of will power to very good intelligence.

A marking system based on comparison makes it essential that pupils work individually and duplicate in so far as possible the work done by each. This precludes rapid development of the efficiency of having each do something different for the good of the whole group or something different but better for his own development than the uniform assignment might be. This division of labor and free enterprise are favorable aspects of our American system. A marking system which prevents youngsters from experiencing them in school does us a disservice.

Basing Marks on Ability

The second basis for marking must have come in part, at least, out of sympathy for the slow learner or the pupil with less capacity. The "A for effort" notion is for the child who tried hard, who conformed to the system of order in the school, but who simply could not do as well as his fellows. Although such reform was started in consideration for the slow learner, the case for reform was strengthened by arguing that all pupils should be worked to capacity and that some part of the mark should reflect the extent to which the pupil did work up to capacity. Apparently no one considered the fact that the same parents and teachers thought it unwise to drive their automobiles at top speed all of the time. Nor did they consider that in adult life we last and we succeed as we are able to balance spurts of effort with

pauses of relaxation. Nor did they consider that many valuable inventions and ideas are based upon reflection and insight impossible if persons work continuously so hard that there is no time to stop and think. This argument of relating marks to ability so that pupils would work to capacity won support from the parents of the very capable — especially when the abundant energies and abilities kept them active on other than marked activities to the point of annoyance to the parents.

The movement of trying to relate marks to the pupil's ability has confused the marking system. When marks were simply a report of the ranking of pupils on a fixed scale and were understood as such, the pupil and the parent had some solid basis for interpreting the mark. When credit is given for effort the solid basis falls right out of the old system. Teachers have never determined exactly how much of the mark should be based on effort nor how such a part should be combined with the part based on comparison or ranking. To dodge such a problem, some schools tried using two sets of marks (involving twice as much bookkeeping for teachers). Nor have teachers determined how effort is to be measured. The present use of guess estimates makes such a system not one of reporting facts but rather a symbolic system of reproof or praise. Nor has any measure been devised to determine adequately the capacity of any child. If that used in physics were followed, the procedure would be one of working each child to frustration point and after having determined the point at which the child had a nervous breakdown, the fine problem of teaching would be to keep the load just short of that point. No pressure gauge is readily available for attachment to each pupil which will indicate readily how near to the breaking point he is. One must consider this reform movement which confused the comparative basis of marking not as a solution but as evidence of the faults of the original system.

The emerging basis for marking is indicated by procedures being developed in various schools. Very desirable but impossible for most schools is the holding of frequent conferences between parent and teacher. Such conferences provide opportunity for a direct verbal report to the home and the possibility of a report from the home is a real part of the procedure. Such verbal discussion is concerned with what kind of a person the child was, is, and is becoming. On preschool and primary grade levels particularly, descriptive reports have been substituted for traditional

*Associate Professor of Education, University of Illinois, Urbana.

marking symbols. Such reports give an account of facts about child development which can be measured objectively and an opinion about other pertinent facts. It would seem that such experiences might help lead the way to the third basis for marking or reporting pupil progress.

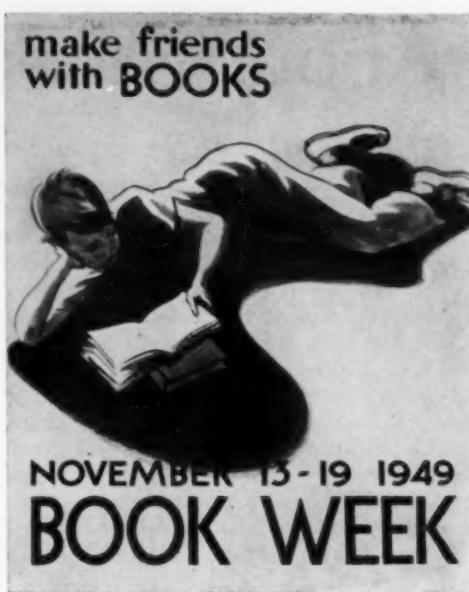
Marks Based on Pupil Growth

Marking based on evaluation of the pupil's progress or growth toward goals accepted or chosen by or for him should be considered as an emerging suitable reporting system for all parents and teachers. In the ninth-grade social studies class of Miss Riggs, the pupils determine the outcomes desirable for the group and each pupil determines his own additional individual goals. During and at the completion of the work on each division of the course, pupils determine how well the group achieved what it set out to do and each individual with the help of teachers and classmates determines how nearly he accomplished his own goals. The group evaluation is a procedure overlooked in the first two marking categories described above. Such group procedure is highly important in a world where getting along with people and where corporate effort and achievement is so important. Such a system can well stress co-operation and the contribution each can make to the group and, hence, to society.

Pupil participation in preparing such evaluation would seem feasible from the fourth grade up. The pupil might write his own report for transmission to the parents. If considered important, it could be countersigned by the teacher. The pupil, through conference, should also agree upon the verbal description of his development which is to be recorded on his permanent record at the school. By introducing early in the school experience of youngsters such an opportunity to select goals and to practice honest self-appraisal we would add another important developmental experience which most of us missed altogether. Pupils having had such experience are not likely to become the graduate student who asks, "What does it take for a passing grade in this course?" Learning under such a system will be stimulated because pupils will be working to achieve goals which they helped establish. Their experience in evaluation of their progress toward their own goals will help school them in procedures that make the most favorable difference and against procedures that are just busy work.

IV

A complete departure from traditional marks would be upsetting to the whole system of promotion, graduation, transfer from school to school and college admission. Under the developing procedure for marking and reporting, what things should be kept as a permanent record from which later reports to other schools and colleges



or to prospective employers are to be transmitted? Such material might be concerned with three features. First, what can the pupil do and how well can he do it? Second, what experiential or informational background does he possess? And third, what kind of a person is he?

Performance Tests Should Be Used

The way to find out what a person can do is to see whether or not he can do it—not to count the number of Carnegie units of credit he has earned in studying how to do it. In securing for the pupil or for the record information about what he can do, performance tests should be given. In typing, knowledge of the number of words per minute and the degree of accuracy is valuable to the employer in a way that the mark on a unit of credit in typing never can be. A standardized test score which represents actual performance in a foreign language would have more valid meaning to college admissions boards than the marks or units of credit in foreign language transmitted from the pupil's high school record. In army air force experience, aerial gunners were approved if they had had among other requirements, ten hours of instruction in field stripping machine guns. Actually of far greater significance in terms of whether the gunner and his crew survived would be the number of seconds it actually took him to field strip a machine gun when he was blindfolded and wearing heavy gloves. In such a situation, results of performance tests came to replace records of instructors' marks and number of hours of instruction in determining whether or not the gunners were ready for overseas movement. With the help of pupils, teachers can build a great array of performance tests which pupils can use to determine whether they can or cannot do that which they set out to do. Such performance test results will furnish more useful information to both employ-

ers and college admissions officers than is presently furnished.

A record of experiential or informational background could be kept in several different ways. Already used as a supplementary record is a file of anecdotal accounts of the child. Such a procedure could be improved to the point where the record consisted of a representative sample of anecdotes. To some degree schools also keep summary records of courses taken, books read, and of both the school and out-of-school activities in which the pupil has participated. Another possibility is the development and use of inventory checks indicative of experiences the pupil has had and the fields of information which he has covered.

Rating by Fellow Pupils

One basis for the third aspect of such report would be the rating of the pupil by fellow pupils. Throughout a large part of the school experience of the youngster the most important thing to him is how he stands with his fellows. Certainly in the long run the most significant thing in terms of how he gets along with other people will be how he did get along with those with whom he was most closely associated. It would be possible to establish rather early in the school experience of pupils a procedure of having each share in rating other members of his group and in being rated by them. Part of the procedure would be the group determination of the basis on which ratings are to be made. Such procedure could be geared into a helpful device for shaping up the kind of person he is to be and for sharpening his abilities to evaluate properly himself and other people.

Such a record sheet would do away with the present emphasis on graduation and the high school diploma. Graduation-time or leaving-school-time would not remain the time for clashing the symbols in the commencement parade. The time for a pupil to leave high school should be when the pupil can leave for something rather than because something is over. Pupils should leave school for employment or college or some other assignment, and the school should have some responsibility for getting pupils ready for such transfer and for seeing that it is accomplished. A leaving-school-statement telling what kind of a person the pupil is, what he can do and how well, and presenting an account of the experiential background of the pupil will be of more value to the pupil, to the prospective employer, and to any college admissions board than any high school diploma now issued.

► New Orleans, La. The school authorities have estimated that they saved \$250,000 by conducting free summer schools this year. More than 75 per cent of the 1852 pupils who attended summer school because they failed a grade made up their work in summer school. It is planned to continue the summer schools next year.

Objections Answered—

The New York Plan of Rewarding Good Teaching *Dwight E. Beecher**

Much attention throughout the nation is being centered on the New York State experiment in applying merit to teachers' salary schedules. Under the pioneering leadership of Dr. Francis T. Spaulding, Commissioner of Education in the Empire State, an old principle is being given a new application by means of a state-wide merit salary schedule for public school teachers. Under the New York State salary law, passed by the State Legislature in 1947 and enforced in the same year, all teachers are guaranteed several automatic increments, as in most states. In addition to the automatic increments, however, New York State now provides four promotional levels to which certain percentages of teachers in each district must be promoted. These promotional increments are granted on the basis of the quality of teaching service in accordance with locally determined standards.

In the July, 1949, issue of this JOURNAL Dr. Willard B. Spalding of the University of Illinois discusses the New York State salary law under the caption "New York's Unwise Plan." Dr. Spalding devotes attention to a number of criticisms and questions with reference to the New York State salary plan. The present commentary has been prepared in an effort to provide the readers of the JOURNAL with certain facts on the other side of the case.

Dr. Spalding's Strictures Examined

So that there may be no misrepresentation, a number of comments from Dr. Spalding's article are quoted directly, and followed in each case by what we believe to be logical answers.

1. "With limited funds available in every school system, a system of paying salaries on the basis of merit directs a steadily increasing proportion of these toward those teachers who improve or change most."

There are few educators who would disagree with the principle that instructional service is the first and most important item in any school budget. More adequate remuneration for the teaching profession should not involve a decrease in funds available for supplies, maintenance, etc., rather, we must, as citizens and educators, realize the necessity for substantial increases in financial support for the entire budget.

There is also the realistic viewpoint frequently expressed by taxpaying laymen and their legislative representatives, namely, that limited funds are a very good reason for, rather than against, a merit system. It is apparent that the public will support much higher salaries for the best teachers than they

will for all teachers. It follows that if we are to pay sufficiently high salaries to recruit, hold, and reward *superior* teachers, provisions must be made to pay such teachers much better wages than can be expected by poor or mediocre teachers. This situation, by its very nature, requires some form of merit system.

2. "The time of administrators and supervisors is spent more and more in making the rating system work."

The false concept that a promotional type of salary schedule is synonymous with a "rating system" must necessarily lead to invalid conclusions. Having in mind the broader concept of fair and adequate evaluation of teaching as a basis for the improvement of instruction, the use of such evaluation for salary purposes becomes incidental to the more vital function. Viewed in this light, we may well ask what administrator would not improve the teaching in his school by giving more time and attention to the evaluative function which is recognized as the heart of good supervision.

3. "They (i.e., the administrators) eventually have little time to devote to any other aspect of their schools."

Again it seems to be a question of administrative time being devoted to checking janitorial supplies and signing tardy slips vs. devoting major attention to the education of boys and girls. It is clear where the emphasis should be placed.

New York Standards Formulated Co-operatively

4. "In spite of unfortunate working conditions, the teacher must perform meritoriously in order to earn more money."

A more thorough investigation of details of the New York State salary plan would doubtless have eliminated this criticism. The merit principle of the New York plan is applied by each school district to the teachers in that district. The standards and evidences used as the basis for granting promotional increments are co-operatively formulated by the local teaching and administrative staffs in these districts. Standards, therefore, are adjusted at the outset to local conditions.

5. "Of course, he will try to do them (i.e., meet promotional standards) but, in most instances, the nature of the school environment will prevent him from being successful."

This criticism requires little comment. Few men in education are willing to admit that our "school environments" prevent successful teaching in "most instances." Dr. Spalding's statement, if true, would indeed be a terrible indictment of the finest schools in the world.

6. "Most school systems which are at-

tempting to get better carry on in-service training programs in order to get all teachers to use those methods of instruction which the leadership believes to be best."

To the best of our knowledge, in-service training programs are not intended to indoctrinate teachers with *prescribed methods*, but rather to develop alertness to, and knowledge of, the best in educational theory and method.

7. "Existing record systems must be used and their adequacy cannot be changed readily."

It seems obvious that personnel records can be improved in most school systems and that a change for the better should be considered a necessary objective rather than an unsurmountable barrier.

8. "Ideas about discipline, talking by students, passing in corridors, and behavior on the playground, tend to be handed down from above."

Unfortunately, this is still true in some cases. The implication, however, is that of poor administration rather than any indictment of the merit system. Even where administrative philosophy and practice are limiting factors, the situation does not preclude successful operation of a merit plan applied on a district-wide basis, since all teachers within the district will be operating under the same influences.

Environment Fully Recognized

9. "There is little a teacher can do to change or improve the climate of ideas which exist in a school or school system."

"... Merit rating systems disregard the type of environment in which teaching takes place."

As just pointed out, the "climate" in an individual district need not seriously affect the application of the merit principle. In fact, the New York State law provides what is generally accepted as the ideal way to promote desirable changes in local philosophy. Local committees, representative of teachers, supervisors, and administrators are, by law, given the responsibility for setting up the professional goals of teaching within the district. These co-operatively determined objectives become the standards whereby teaching is judged for promotional purposes.

As a matter of fact, the New York State plan does not "disregard the type of environment in which teaching takes place." On the contrary, great freedom is guaranteed each school district in setting up standards consistent with local philosophy and local conditions.

10. "Submission to these controls is necessary if the teacher is to be promoted, yet the controls prevent really meritorious teaching."

*Research Associate in the New York State Education Department, Albany, N. Y.

Teachers must, it is true, submit to the control and direction of the local administrator. The freedom of the teacher in his classroom and in his extracurricular activities, however, provides plenty of leeway for the exercise of initiative and the rendering of superior service to pupils even in the most rigidly controlled situation. If the "controls prevent really meritorious teaching," we had best investigate the "controls."

11. "It is inevitable that they (i.e., administrators) reward most those teachers whose concept of good comes nearest to fitting their own concept."

Again the implication seems to be that the philosophy of administrators is so poor that it tends to retard improvement of teaching. We feel sure that few will agree with this viewpoint. In any case, under the New York State plan, the philosophy and standards to be used in merit rating are formulated by, and known to, teachers, administrators, and school authorities. We believe this co-operative procedure of itself tends to broaden the concepts of the "laggards," whether they be administrators or teachers.

12. "What is good method for a teacher who must get the results demanded by merit rating when confronted with a large number of children and poor equipment is markedly different from what is good in an optimum situation."

It has been demonstrated repeatedly that good teaching can take place even under the poorest environmental conditions. The ingenuity of such teachers as Miss Massie who teaches science in a small high school in a tiny village in the backwoods of the state of Washington has been recognized by the National Education Association and has received nationwide commendation.¹ Miss Massie's pupils constructed their own science equipment including thermostats and micro-projectors. Recognizing wartime needs, she learned and taught Morse and meteorology.

Approved Procedures Are Recognized

13. "Using a merit system of rating under the conditions which exist in public schools today tends to reward those ways of teaching which are least approved by students of education. It tends to penalize those individuals who carry on procedures which are most approved by students of education."

It seems obvious that such tendencies will be found only where teachers and school authorities refuse to accept the consensus of educational leaders with respect to the steadily improving methodology of education. This lag in the application of proved principles has long been recognized as a major factor in retarding educational progress. While a narrow philosophy on the part of administrators may be a restrictive factor in teaching, there will still exist a wide range of efficiency among the teachers in any district. Since such differences will exist in any teaching situation, the merit principle will remain applicable.

¹Rummel, Francis V., "What Are Good Teachers Like?" *School Life*, June-July, 1948.

14. "The effect of a merit rating system, including many out-of-school tasks, is to create the belief that citizens have employed a group of servants to carry on their community activities."

Community service, as such, is not a valid criterion of teaching efficiency. It should be pointed out, however, that the New York State law qualifies the *kind* of community service, nonschool activity, and professional education which may be accepted as evidence of superior teaching. In each instance improved service to pupils or young people is the determining factor. Furthermore, participation of teachers in community affairs tends to build better relations between the school and the community. The good personal relations of the professional staff with its public is an important factor in promoting greater financial and moral support on the part of the community. Such support is essential to the improvement of educational facilities and personnel.

15. "Good education will not be designed if the use of the merit system of payment becomes widespread. It will not be designed because the use of this system places emphasis upon only one aspect of it—the teacher in the classroom—and makes it relatively impossible to bring these other aspects under the careful scrutiny which is necessary to the development of the good education."

The inference in this statement obviously requires little comment. We cannot but ask directly where might the emphasis be better placed than on "the teacher in the classroom."

Plan Has Positive Values

Having given attention to some of the fallacies in the criticisms raised with reference to the New York State salary plan, let us investigate some of the positive values.

In the August, 1948, issue of this JOURNAL the author pointed out seven values which might result from the New York State promotional salary schedule as follows:

1. Such a schedule can provide much higher salaries for the ablest teachers than could be provided for all teachers.

2. It provides a defensible basis for rewarding exceptional teachers whom boards of education have previously dared not recognize.

3. It stimulates the assembling of objective evidence that a professional level of service is being rendered. Without this evidence it is unrealistic to expect the taxpaying public and its elected legislative bodies to pay professional wages. Scientific and comprehensive evaluation of teaching, such as is mandated in the New York State Law can provide this evidence.

4. Lay acceptance of the need for supporting more adequate salaries will be promoted by an honest approach within the profession to the problem of determining what quality of service is being rendered.

5. The net result of such a program should be the attraction of higher caliber personnel into the profession due to potentially higher rewards, and

6. The improved teacher status attendant on such rewards.

7. The over-all result should be a stimulation of improved service to the boys and girls.

A careful analysis² of the operation and effects of the New York law during its first year of operation indicates a realization of some of these values and also reveals additional benefits which are being derived by the teachers and pupils in New York State:

Values Recognized in States

1. Teachers are actually receiving higher salaries than ever before.

The average salary for all teachers in New York State in 1946-47 was \$3,270. In 1947-48, the first year under the new salary law, this average rose to \$3,624. By 1948-49, nearly half of all the teachers affected by the law were receiving salaries of \$3,500-\$4,575, or above, according to the population of the district and the education of the teacher; approximately 20 per cent of these teachers were receiving \$4,100-\$5,325 or above.³

2. Higher potential maximums are available to all teachers, and guaranteed maximums to some, than were even dreamed of by most teachers a few years ago.

This is not to suggest that teachers' salaries or salary schedules are yet high enough to recruit and hold persons of the caliber needed in this profession.

The thinking of school authorities with respect to appropriate maximum salaries for teachers has very definitely changed. This is evidenced by the considerable number of districts providing top salaries of \$5,000 to \$6,000 for the first time in history. The state mandated promotional maximums range from \$4,100 to \$5,325. Sixty-five per cent of the teachers affected by the New York State salary law are guaranteed automatic increments to maximums of \$3,500-\$4,575 or above and 55 per cent are guaranteed maximums of \$4,100-\$5,325 or more.

3. While the effects of such schedules on recruitment cannot yet be determined, it is obvious that the attractiveness of teaching as a career has been materially increased.

4. There has been a substantial increase in enrollments of teachers in summer and extension courses in the colleges and universities indicating the stimulus given by the law to professional self-improvement.

5. Superintendents report that teachers who fell short of earning promotional increments last year have shown marked improvement in teaching and a greater interest in self-improvement during this current year. Many of these teachers have received the promotional increment this year as a result of their efforts.

While there is some validity in the argument that this may not be the ideal method

²Beecher, Dwight E., *The New York State Teachers' Salary Law of 1947. A Report on the First Year of Operation*. The University of the State of New York, Albany, 1949.

³The average teacher's salary in the state, exclusive of New York City, was \$2,753 in 1946-47, and \$3,081 in 1947-48; approximately one-fourth of these upstate teachers received \$3,500 or more in 1948-49.

of motivating improvement on the part of the less competent teachers, the question remains as to whether the end may not justify the means in cases where other means have failed.

Teachers Participate in Plan

6. As to the challenge which promotional opportunity holds out to the average and to the superior teacher, school boards have long wished for a defensible means of rewarding superior service. School board members, whose experiences are largely in the fields of business, industry, and professional work other than education, are quite aware that there is

no parallel in these other fields to the pattern of paying the best and poorest equal wages. Teachers are human beings and it is unrealistic to assume that potential rewards for superior service in any field of human endeavor will not effect a stimulating challenge.

7. Possibly the most significant outcome of the New York State plan is the pattern of democratic administration it has set up on a state-wide basis. One of the best features of the law is its guarantee to teachers of the right to participate in setting up their own professional goals or standards whereby their work is to be judged. Dr. J. Cayce Morrison,

New York State's Assistant Commissioner for Research, aptly expressed this thought in a recent address when he said: "For the first time teachers are recognized in the law as partners with the administrators and the board of education in determining those policies of the school which are of most concern to teachers."

Briefly, in the opinion of many persons who have had the opportunity of closely observing the present New York plan in operation, this program offers one of the greatest opportunities for improvement of both teaching service and teacher status in the history of education.

Valuable Improvements Found in —

The Floor Cleaning Machine: Its Need and Use *Dave E. Smalley*¹

Within the past fifteen or twenty years the industrial type floor machine has developed from an expensive gadget of questionable utility into the most essential piece of maintenance equipment of the school. Especially is this true of floor machines used as polishers and, perhaps, only slightly less as scrubbers.

Time was when only an occasional large school could be talked into buying a floor machine, and then one machine was usually the limit. In those days the purchase of a machine was more of a submission to the pressure of good salesmanship than acceptance of a practical idea. Today almost all large school buildings, and many smaller ones, have one, two, or a half dozen floor machines. Some of the big school systems have many floor machines. The former question as to whether or not to buy a floor machine has changed to a question of which machine.

Types of Machines

In considering the need and in learning the use of a floor machine, it is well for the prospective purchaser to be familiar with the different kinds of machines, since knowledge of them may promote a better understanding of some of the recommendations given herein.

Although there are many brands and models and many designs, they all belong to one of two basic types. The one involves the principle of "concentrated weight," and the other the principle of "divided weight." Each type has its advantages and disadvantages, and each type has its particular appeal to its particular users or advocates.

The concentrated-weight machine may be of either a single- or double-brush design. Its name derives from the fact that it operates with its entire weight on the brush, rather than partially on wheels. The divided-weight machine operates with the weight divided be-

tween the brush and two supporting wheels. It may have either a single or double brush.

Regarding the comparative features of these two types of machines, it is claimed that concentrated weight on the brush provides greater efficiency because of the greater pressure and also because the machine can be operated more rapidly in a side-to-side, swinging movement. The single brush, concentrated weight type, has the added feature of self-propulsion, requiring only a slight raising and lowering of the handle to move it sideways. The concentrated-weight, double-brush machine also can be directed side-to-side, but it must be moved by the operator.

Greater ease of operation is claimed for the two-brush machine. A novice may use it with safety, for there is little chance of losing control, which sometimes happens with the single-brush, concentrated-weight type. As for the divided-weight type, the motor is set back over the wheels allowing the low front of the machine to pass under low objects. Advocates of the single-brush machine complain that two brushes, revolving in opposite directions, leave a streak between them. However, exponents of the double-brush machine claim that this objection is offset by greater safety in operation and by greater brush area.

What might be called another subdivision of the two main types of floor machines are machines with horizontal and vertical motors. Each has its advantages. Longer wear is claimed for the horizontal motor, because of the right angle turn of the power which permits a certain self-adjustment of the gears as they become worn. This, it is said, prevents the machine from becoming noisy through use; whereas the gears of the vertical motor with parallel shafts, gradually separate from wear and become noisy.

Until recently, machines were built low by the use of the horizontal motors, which not only allowed the machines to go under lower

objects but were thought to give them better balance. Within the last year or so, however, squat-type vertical motors have been developed which have overcome the objection of height and lack of balance. Some of these recent machines with vertical motors are no higher than those with horizontal motors.

Offsetting the claim of longer wear and quietness for the horizontal motor, exponents of the vertical type claim greater power. It is said that from 10 to 20 per cent of the power of the horizontal motor is lost by the right-angle turn of the gear assembly.

Whatever the special virtues of the different designs or whatever their faults, each has its advocates. Since several or all of the different types, there cannot be extremely great difference in their usefulness. You will probably like best the type to which you have become accustomed.

Sizes of Machines

A number of years ago the Floor Machinery Manufacturer's Association, a national organization of floor machine manufacturers, agreed that the size designated for a floor machine should be the diameter of the brush spread under the weight of the machine. The size of the brush itself should also be designated accordingly. While this seems to be the most practical method of designating the size of the machine and the brushes, it has, nevertheless, caused considerable confusion among floor machine users, many of whom mistake the diameter of the brush back for the size of the brush or machine. If, therefore, you order a 16-in. brush and receive one with a brush back of only 14 or 14½ in. in diameter, do not return it until you have tried it on your machine. More than likely it is the correct brush for your machine, the spread of the brush under the weight of the machine measuring 16 in.

Although most manufacturers supply floor

¹Brazil, Ind.

machines in several sizes, usually 12, 14, 16, and 19 in. (or slight variations thereof), the 16-in. size is by far the most popular. In the case of the double-brush machines, of course, smaller brushes are preferred but with a total brush area approximately that of the 16-in. brush.

Polishing Machines

While it would seem that we already have divided floor machines into enough types and designs, users themselves commonly divide them into two more, namely "polishing" and "scrubbing" types. Actually a scrubbing machine is merely an adaption of a polishing machine, the exception being the very large, trucklike scrubbers to which we shall refer later.

Floor machines are used most extensively for polishing, an operation that has become indispensable in large buildings and especially in large schools. In recent years waxing largely has replaced mopping as a regular part of the maintenance program. It insures cleaner, more attractive floors with greater ease of maintenance, not to mention the preservation of the floors. At the same time waxed floors become marred by traffic and must be buffed to renew the polish as well as to remove dirt. Waxing prevents dirt and spillage from penetrating floors. Therefore, since such foreign matter remains on the surface, it can be removed fairly well with a dust mop or more completely with a floor polishing machine.

The only effective alternative for maintaining a waxed floor is frequent re waxing, which soon builds up an excess of wax. Not only is it more expensive to renew polish by applying more wax, but eventually the accumulated wax must be removed—usually an arduous and time consuming task. Therefore, the floor-polishing machine is a definite economic factor in maintaining waxed floors, besides being an effective medium for preserving appearances.

It has been estimated that one man with a 16-in. floor machine can polish from six to eight thousand square feet of unobstructed floor surface in an hour. Naturally obstructions such as desks, seats, etc., slow up the operation.

Two factors influence the effectiveness of either a polishing or scrubbing machine—weight and speed. In the case of polishing, the friction caused by the revolving brush or brushes creates heat which in turn softens the wax and spreads it over the surface. This heat is the result of pressure as well as friction. The heavier the machine, the slower it may run and, conversely, to compensate for the lack of pressure, the lighter machine must have greater speed for comparable results. For all practical purposes, light, speedy machines can be as effective for polishing as heavy, slower ones.

The advent and final predominance of self-polishing floor waxes have not lessened the need for floor polishing machines, especially in larger buildings. Besides the need for buffing out the mars of traffic on seasoned wax coatings, many users of self-polishing waxes buff as soon as the wax has dried, thereby in-

creasing the gloss and hardness of the film. Fine grades of steel wool pads (No. "0" or "00") placed under the floor machine brush tend to give even greater hardness to the film, reducing its susceptibility to marring and sometimes making it more waterproof and less slippery. Steel wool also can be used in a similar manner to clean dirty waxed floors. The steel wool should be loosened when it becomes matted.

Steel wool pads placed under the floor machine are also useful for removing accumulated old wax. When water waxes are removed by this method, soap or alkaline cleaners should be used in conjunction with steel wool, and for solvent type waxes, naphtha.

Any revolving brush will leave a series of "waves" on a buffed waxed surface. These waves are the result of minute circular grooves created by the brush bristles in the wax film which cause varied deflection of light. The stiffer the bristles the deeper the grooves. Hence the deflection is greater and the waves are more apparent. Also, the softer the wax or the heavier the film the more pronounced the waves will be. Fine steel wool pads placed under the floor machine brush after the original buffing tend to minimize these waves. If a single-brush machine is used, a felt pad or piece of old carpet or burlap bag is even more effective than steel wool.

Buffing with or without steel wool is often referred to as "dry cleaning" a floor. Generally it eliminates mopping and scrubbing, and, used in conjunction with wax and special solvent cleaners, it is gradually supplanting the scrubbing routine in many schools and other large buildings. There are still a few, however, who consider soap and water the only effective way of obtaining sanitary results, and there are special conditions when only soap and water scrubbing is adequate. Therefore, the scrubbing machine is by no means outmoded nor will it be in the foreseeable future.

Scrubbing Machines

As stated before, a floor scrubbing machine is usually a converted floor polishing machine and as such is used in very much the same manner. There are, however, the large machines previously mentioned which are designed exclusively for scrubbing. These machines carry a large tank of cleaning solution, a tank for holding the dirty solution picked up by the vacuum attachment, and are pushed across the floor on wheels like a hand truck. They are practical only for extensive floor areas which are comparatively free from obstruction, such as long, wide corridors, floors in armories, and waiting rooms in large railway stations. In such cases they are much faster than regular floor machines. Being quite expensive, however, they often are leased to the user.

The conversion of a floor polishing machine into a scrubbing machine is accomplished by replacing the soft tampico polishing brush with a stiff palmetto or bassine brush. For added convenience a solution tank of about three gallons capacity is attached to the handle

of the machine from which the cleaning solution is fed down behind or directly through the brush. In the latter case, confined largely to rug and carpet scrubbing, special scrub brushes with open or perforated backs are required.

No other means for scrubbing a floor is as efficient or economical as a scrubbing machine. It is estimated that one man with a 16-in. scrubbing machine can scrub from 1200 to 1500 square feet per hour, whereas, a man scrubbing manually on his knees can cover only from 150 to 250 square feet per hour, and one standing upright with a long handle brush can do about 500 to 750 square feet. Hand scrubbing cannot possibly be as effective as machine scrubbing, not only because it is slower but because of the variation of pressure on the brush, which is greatest when directly under the operator and reduced to almost nothing as the arm is extended.

Almost any kind of floor may be machine-scrubbed. Even rugs and carpets are cleaned by this method and though a different technique is used, the same converted floor polishing machine is an essential piece of equipment.

Almost any kind of cleaning agent, from soaps to abrasives, is used for machine scrubbing. In fact, machine scrubbing is merely a mechanical amplification of hand scrubbing and is subject to any condition that influences the latter.

Although rather obvious, there are some special features of machine scrubbing which might be mentioned here. To prevent tracking up the scrubbed area, the operator naturally must work backwards. Consequently, he must be careful not to step on the electric cord and become entangled in it. He also must keep the cord out of the scrub water on the floor, so that the cleaned area will not be soiled by a dirty cord.

The correct way for the operator to handle the cord in either polishing or scrubbing—especially in scrubbing—is to throw it over the shoulder and keep kicking it behind him. It can be kept from slipping off by laying it over both shoulders, back of the neck and under the arm pits.

Except in the case of a divided weight unit, which can be moved only backward and forward, the operator will obtain best results by swinging the machine from side to side with a slight circular motion. An area of not more than ten to twenty feet square should be scrubbed at a time, and then the dirty scrub water should be removed from the floor, either with a vacuum cleaner, squeegees, or mops. If an attempt is made to cover a larger area, the floor may dry and require rescrubbing. After the scrubbing, the floor should be rinsed with clear water and mops. It is hardly necessary to use the machine in the rinsing operation.

Scrubbing With Abrasives

If an abrasive is to be used in scrubbing, no attempt should be made to feed it through the solution tank. The abrasive must be sprinkled on the (preferably wet) floor ahead of the machine. Steel wool can be used in

Clean Mops Mean Clean School Floors

lieu of abrasive powders for scrubbing but it rusts so badly that it can be used only once. Brass, bronze, or copper wool pads are excellent for scrubbing if abrasive action is needed. As in the case of polishing, the metal wool pad is pressed onto the brush (preferably the stiff scrub brush even for polishing), or the pad can be placed on the floor, the machine centered over it and the operation begun. The brush bristles will quickly enmesh themselves in the wool and hold the latter in place. While there are special attachments for holding metal wool pads, a stiff brush will be found equally satisfactory. Where there is no danger of scratching the floor, a steel wire brush is very good for holding a wool pad.

In many instances a steel wire (or brass wire) brush is more or less essential for proper scrubbing. If there is an accumulation of incrustated matter on the floor, a wire brush must be used in conjunction with the cleaning

solution, though care must be taken to prevent scratching soft floors. In extreme cases, a brush known as a "butcher brush" is needed. This brush is made with stiff, flat metal "bristles" instead of the round ones used in regular wire brushes.

Floor machines also are often used for light sanding of floors, a special disk covered with sandpaper being fitted into the brush position. This arrangement is not suitable for general sanding, however, since the dust from sanding soon collects under the disk and makes it ineffective.

It is hardly possible in one relatively short article to cover all of the needs and uses of floor machines, even if one knew or could remember them all. Only the principal ones, the most common ones, are described in this article, but it is hoped that a purpose is served if the reader is only reminded of the importance of the electric floor machine.

In cities, a standard procedure for softening water and adding soap should be described and illustrated at a mass meeting of all custodians. Reduction in amounts of supplies come from this half-hour training period.

Some floors where lots of dirt is carried in will never look clean without two rinsings of clean water. Plenty of clean rinse water is the answer to 60 per cent of the problems of dirty floors following rinsing.

If cleaning powders are used it is wasteful to apply them directly to the floor. In solution in the mopping water they will do better work, will soften the water, and will result in lowered cleaning costs.

The hand pressure type of mop wringer seems to be the one which gives cleanest floors. Schools should buy a size that will accommodate the largest size mop they expect to use. A mop can be most easily wrung out by a twist or two after the mop is placed in the wringer and before pressure is applied.

Experienced moppers have developed a rhythm as they move the mop from side to side. Mops are never used with a push-pull action but are moved from side to side. If baseboards are being splashed, the mopper should use a smaller and more careful arc of swing.

The clean mop is the key to a clean floor. To clean a dirty mop the custodian should wash it in hot, soapy water. After rinsing out the soap, the mop should be wrung dry and combed. First comb it with the handle down and then with the handle up. The filler should be hung in the air to dry. If there is no drying space, rest the mop on a clean floor with the mop strands spread out like a fan.

Cleanly mopped floors pay dividends in the public relations program of any school.

Mr. Superintendent: Have you discussed with those who mop the floors of your buildings how they lift the morale of those using the buildings?

Mop the Floor With Them

*Julius Barbour**

There is a satisfaction which administrators receive from stepping into school buildings which are clean and presentable. Careful and purposeful mopping is one operation which results in clean floors.

Warm water is an essential for clean mopping. In one school studied the floors on the third story were dirty and unmopped. The custodian was expected to carry water from a mop sink on the first floor for all mopping and rinsing. There were no hot water lines to the toilet rooms above the first floor.

All administrators can help eliminate dirty floors if they make sure every new building—and the old ones as well—has a mop sink and hot water taps on each floor.

Mops will scratch mopboards and floors if the filler is not well distributed in the holder. Each type of mop holder should be studied and instruction given to all custodians on the proper way to insert fillers into mop heads.

The day of inserting old stockings, rags, or castoff clothing into mop heads is gone. If a school's floors are mopped and show streaks, the administrator should find out whether a good wet-mop filler of 20-oz. white cotton yarn, 4 ply, is being used. Mop fillers of good grade can now be purchased from all suppliers.

A mop pail of adequate size which can be placed on a dolly with casters attached, will pay dividends in mopping operations. A 24-gauge galvanized metal pail of cylindrical shape should be used. To stand abuse of a wringer the top rim of the pail should be reinforced. A dolly to carry two pails will result in a better rinsing job.

*Consultant, Building Maintenance Course, Michigan State College, East Lansing, Mich.

Dirty mops cannot get floors clean. It should be second nature to custodians to have several mops so that a clean one can be used while another is being washed, aired, and dried. Wet mops should be dried out of doors, not in plenum chambers. A simple rack can be constructed to hold them while they dry.

In the mechanics of mopping there are several procedures which give good results. Moving away from a light or window area, means that the worker is more likely to cover the entire area and not leave holidays. Soap will be saved if pails are filled to the required height, water softener added, and then the soap.

A Successful School Lunch Program

*Charles E. Funk**

Monday

- Spaghetti and meat balls
- Tomatoes and bread
- Carrot sticks
- Bread, butter, milk
- Canned pears
- Cottage cheese

Tuesday

- Cubed beef and gravy
- Mashed potatoes
- Carrots and peas
- Raw sauerkraut
- Bread, butter, milk
- Dried peach cobbler

*Superintendent of Schools, Prospect, Ore.

Wednesday

- Chicken-rice soup and crackers
- Toasted cheese sandwiches
- Cabbage salad
- Chocolate cake, raw raisins
- Milk

Thursday

- Meat loaf
- Mashed potatoes
- Milk gravy
- Green beans
- Lettuce and salad dressing
- Peanut butter and honey
- Canned plums
- Bread, butter, milk

School Lunches Successful When Helped by Parents

Friday

Creamed tuna on toast
 Creamed corn
 Potato salad
 Tapioca pudding with chocolate syrup
 Bread, butter, milk

The above menu is not that of a famous restaurant. It is an average weekly menu of Prospect School District No. 59, Prospect, Ore. It completes a cycle approximately every six weeks and is elastic enough that the students never know what they will have on a certain day. And the price? You hardly will believe it in these days of inflation, but it is only 20 cents per meal per student.

There are many reasons why the Prospect school lunch program is so successful, however, they may be boiled down to three major points: (1) It is conducted by a young, forceful, nonbickering PTA group who believe that the health and well-being of the children should be their first interest. (2) It is supported by an interested and capable board of school directors who are sincere in their obligation to give the district the best schools and programs possible. In this they have the co-operation of the community at large. (3) It is operated by a kitchen staff who have the ability to cook food the way students like it and the vision to plan ahead so that there is little waste and lots of variety.

Complete Co-operation Needed

In any successful school lunch program, there can be no "who is going to furnish that and who is going to do this" attitude. Each interested party or organization must direct its efforts where they will do the most good for the entire program.

In Prospect, the district furnishes the lunchroom, which will seat approximately a hundred students at one time, the kitchen facilities

consisting of a 12-ft. electric range, a refrigerator, two electric hot water tanks, a storeroom, washing facilities, etc. The district pays all the utility expenses and the wages of the head cook. It also pays the salary of the lunch program bookkeeper. The PTA furnishes the dishes, cooking utensils, and other kitchen equipment.

The local Parent-Teacher organization, under the efficient leadership of Mrs. Jones, co-operates very closely with the school board, the cooking staff, and the school administration. There is an executive council meeting monthly. The superintendent and the elementary principal attend these meetings, and any questions are discussed in a friendly atmosphere of coffee and dessert. Hundreds of quarts of fruit are canned in season. This is done in the school kitchen and the PTA members turn out with a will when there is work to be done. If there is any reason why our school lunch program is so successful, it is because of the co-operation and enthusiasm of the local PTA members.

Naturally, the school administration must co-operate wholeheartedly in such a program. The elementary students begin eating at 11:30 a.m., the high school at 12:15 p.m., and they follow a close schedule so that there are no waiting periods when the food would get cold or stale. The students are supervised from the time they leave their classrooms until they are through eating. A quiet, inviting, well-disciplined atmosphere is maintained at all times. High school girls help with the serving and supervision.

Most of the buying of food is done locally. A wholesale grocery delivers to the school weekly. Canned fruit either is donated or sold to the PTA at bargain prices.

We still lack many things we would like to have and plans already are in progress for

improvements. But in one place we are perfect . . . there never are any laggards in the chow line.

SCHOOL BOARD MEMBERS HONORED

Dr. R. Claude Young and Ivan E. Upson, who retired from the Arkansas City, Kans., board of education on August 1, were honored at a dinner held in a local hotel on that evening. Dr. Young who had completed 16 years' service, and Mr. Upson who had served for eight years, were presented with a special certificate of community service. This certificate was designed by the superintendent and the clerk of the board for



Dignified Certificate Awarded Retiring Board Members.

presentation to board members and professional employees who retire from the city school system under the Kansas Retirement Plan. At the dinner, retiring president Morris Wilkins presented the certificates and gave a few words of appreciation.

The new board was organized immediately following the dinner. Guy Hutchinson was elected president, Robert L. Woods vice-president, and Guy Ecroyd clerk. Two new members, William E. Burton and Dr. William G. Weston were introduced and took their seats.



Organization meeting and dinner, Arkansas City, Kansas, board of education. Left to right, standing: Robert L. Woods, Dr. Wm. G. Weston, Dr. R. Claude Young, Ivan E. Upson, Morris Wilkins, members. Seated, left to right: Dr. Jerry J. Vineyard, superintendent of schools; Guy Ecroyd, clerk; Harry Earlougher; Guy Hutchinson, president elect; P. W. Allee; W. E. Burton.

My Challenge for the Year 1949-1950

*John P. Kottcamp**

My challenge for the coming school year is that each one of you rededicate yourself to the high calling which you have chosen as your life's work—that you resolve to use every talent God has given you to make this coming year the most successful in your teaching career to date.

To more clearly define this challenge, I wish to give you some personal impressions of things that are important to the really successful teacher. I call these the ten commandments:

Ten Commandments for the Successful Teacher

First, approach your job with confidence, enthusiasm, initiative, courage, and patience.

Second, win the wholehearted loyalty and confidence of your pupils by proving to them that you are not only interested in their education, but in their personal problems as well.

Third, use every means available for the steady development of the character of each pupil entrusted to your responsibility.

*From a speech delivered to the teachers of Waukegan City School District 61, by Mr. Kottcamp, President, Board of Education, Waukegan, Ill., September 1, 1949.

Fourth, inculcate the fundamental principles of whatever subject you are teaching into the mind and heart of the student.

Fifth, train your students to think—and to think clearly. Lord Bryce said, "To most people nothing is more troublesome than the effort of thinking."

Sixth, through personal example and in your daily teaching, acquaint your pupils with the American Way of Life as outlined in those precious documents—The Declaration of Independence, The American Constitution, and the Bill of Rights.

Seventh, impress on your students that nothing in life that is really worth while comes without hard work and personal sacrifice.

Eighth, change is ever present. Teach the pupil the need for adjustment to meet such change.

Ninth, practice and teach the importance of self-discipline.

Tenth, through your personal example and teaching, inculcate in every pupil an intense love for family—school—city—state—country and God.

The men and women of the future are the youth of today.

lized and therefore is worth listening to. If you contrast this type of response with the hurried, extemporized stammerings of the group member who has been put on the spot before he is ready to talk, you will never again make the mistake of calling on unready members for responses.

Above all, never call on group members for opinions in rotation around the table.

3. Keep the discussion on the subject

In every conference situations arise in which group members attempt to digress from the problem under discussion. If the leader cannot control this situation, the discussion will soon be so far afield that all hands will have lost sight of the real objective of the meeting.

Any conference leader who is worth his salt will be on watch for digressions, and he will kill them off before they have progressed far enough to distract the thought of the group from the problem it is solving. Group members get sidetracked because of some association of ideas that grows out of the discussion, and such wanderings are most likely to occur when some long-winded speaker has the floor.

Suppressing the ubiquitous too-talkative group member is part of the leader's job if he is to retain control of the situation. It is obviously unfair to the remainder of the group to permit this loquacious one to do far more than his share of the talking, particularly since he too often adds but little value to the discussion. The leader can ask the group not to let one of their number do all the talking, but the garrulous member is likely to be too thick skinned to take this hint. Frequently it becomes necessary bluntly to ask the talkative one to give someone else a chance to express an opinion. If this situation is handled firmly at its inception, it seldom arises a second time.

4. Keep the discussion interesting

If your group members are really interested, much more will be accomplished than if they are attending one of those listless sessions in which everybody is bored and nothing worth listening to is said. Interested group members will interrupt one another, will give the individual who is talking absorbed attention, will not indulge in private conversations and are completely unaware of the passage of time. Conferences are interesting or uninteresting depending on how well the leader knows his business as a leader.

The leader can keep a group interested in any discussion (1) by seeing to it that the subject for discussion is one that should interest that particular group; (2) by forever keeping the discussion on the subject; (3) by encouraging everyone present to participate without ever calling on anyone (repressing the too-talkative group member helps here); (4) by developing as quickly as possible a sharp difference of opinion between opposing group factions—and occasionally even calling attention to the fact that this divergence exists. A tame, polite discussion does not stimulate thinking. Brand-new ideas are developed in a discussion in which the participants are sufficiently stimulated to interrupt one another and in which they find it necessary to extend themselves in order to meet the arguments of the opposition.

5. Learn how to ask follow-up questions

After putting the problem before the group, the leader's participation should be confined

How to Lead a Conference

Eight Basic Rules for Success

Successful school administration depends upon group understanding and group solution of problems. Every administrator and certainly every experienced school board member knows the necessity and the value of finding the right answers to problems in well-conducted group conferences. Administrators and board members know also the utter feeling of futility when a conference wastes the time of its members, wanders far afield, and comes to no practical conclusions.

Alfred N. Cooper, writing in *Printers' Ink* for December 3, 1948, calls attention to the fact that the failure of a conference is entirely the responsibility of the leader. "There is a proper technique for conference leadership," he writes, "just as there is a proper technique in public speaking." To help make conferences successful and at the same time enjoyable, Mr. Cooper outlines eight rules of procedure which can be applied quite definitely to school board and school administrative situations:

1. Don't talk too much yourself

More conferences are spoiled because of the leader's verbosity than for any other reason. When you are asked to lead a discussion, get your group comfortably seated, then outline to them in less than three minutes the problem they are to solve at that meeting. If your introductory remarks are too long winded, you

will cause the group to adopt a passive, listening attitude. Resultful conferences occur when the group is forced to take active part in the discussion within a very few minutes after the meeting has been called to order.

Particularly if you have had training or experience as a public speaker, you will be tempted to talk too much. Conference leadership and the public address are almost diametrically opposed in technique. After your brief introductory talk, at once throw the meeting open for discussion, and from that moment confine your own participation in the proceedings almost entirely to asking short, snappy questions designed to encourage group members to think and talk. The leader's participation never should exceed 20 per cent of the total talking done by the group.

2. Don't call on individuals for an opinion

If you ever sat in a conference led by someone who knew little of the art of conference leadership, you know how it feels to be called on for an opinion before you are ready to talk. Nearly all amateur conference leaders make this mistake.

Even the shyest group member, if really interested in the discussion and convinced that he has something to add to it, will talk without being called on. And this contribution will come at a time when his opinion has crystal-

principally to asking questions designed to encourage intelligent discussion. These follow-up questions should be inserted so smoothly into the discussion that they do not slow it up. The best of all follow-up questions is "Why?" and a runner-up is "How?" Since these questions must be entirely extemporaneous, much will depend upon the leader's alertness, upon how closely he is following the discussion. Follow-up questions must be thought provoking, must not divert attention from the problem at hand, must relate to obvious, pertinent points in the discussion itself. They must never be *leading*, either in wording or inflection. Yet, by stressing consideration of particular ideas presented by group members, these questions often can direct discussion into desired channels. The best conferences, however, are those in which little effort is made by the leader to determine the eventual agreement that will be reached by the group.

6. Plan your conferences

Any conference that is worth holding is worth planning. Even though you are well acquainted with the group and meet regularly with it, take the trouble to list on a card the subjects for discussion, what you hope to accomplish in the meeting, and any other notes that will help you. If you are to issue printed or mimeographed material at the meeting, have it ready and in order. If you are using a blackboard, be sure you have a clean eraser and plenty of crayon. Nothing detracts more from a blackboard presentation than a leader fighting a measly half inch of chalk and messily erasing the board with his fingers. Be sure, too, that your group members are comfortably seated, with no glaring light, and that no opportunity exists for interruptions or distractions — including telephone calls and messengers. For obvious reasons, never schedule important conferences immediately after meal-time.

7. A touch of humor

The last thing any conference group desires is to listen to the leader's favorite funny story. Nevertheless, no matter how serious the subject under discussion may be, the leader should occasionally inject a bit of humor into the proceedings. A good laugh relaxes tension. The humor should grow out of the discussion itself and merely be pointed up by a word from the leader. Ordinarily it is better if these laughs are not at the expense of any member of the group.

8. Summing up

Three or four times in the course of a discussion the leader must interrupt proceedings momentarily to sum up the ideas developed up to that time. Such summation has the effect of discouraging repetition of ideas, and members are encouraged to advance new arguments to support their previous contentions. At the close of the discussion of any subject the leader should sum up, fairly and impartially, all the arguments advanced by opposing factions, and then call for a showing of hands to decide the issue by majority vote. Once this consensus has been established, and the decision announced, the problem has been solved. Therefore, no further discussion of that subject should be permitted in this conference. The leader is then free to open discussion on a new subject.

NATIONAL COUNCIL WILL MEET IN INDIANAPOLIS

The National Council on Schoolhouse Construction will hold its twenty-sixth meeting at the Lincoln Hotel, Indianapolis, Ind., Oct. 13-15, with Dr. J. L. Graham, of Tallahassee, Fla., in charge as president. A luncheon will be held in the Lincoln Hotel at which addresses will be given by Governor Shriver and State Supt. Dean E. Walker. William Gaudill will speak on Revolving Classrooms and there will be a discussion of state aid building plans. On Friday afternoon there will be a Symposium on the Democratic Approach to Plant Planning. The annual banquet will be held in the Lincoln Hotel.

DEVELOPING A FIRE PREVENTION PROGRAM

The California State Department of Education, in its official publication, *California Schools*, for August, 1949, devotes considerable space to the important and timely topic of fire-prevention education in the secondary schools. It points out that the inclusion of fire-prevention education in the school curriculum can provide splendid opportunities for school and home to work more closely together. Co-operation and planning with the local fire department should bring about a better understanding of the splendid civic service performed by this important protective agency.

In the matter of fire prevention, the Department points out that the holding of periodic fire drills does not fulfill the legal requirements for fire prevention education. Fire drills deal only with the problem of saving lives and has nothing to do with fire prevention per se.

In the direction of developing fire prevention programs, the Department stresses careful planning and periodic evaluation as important objectives. Frequent checkups should be made to see that children have experiences in the field of fire safety with some degree of continuity and in terms of their maturity levels. Numerous community organizations are able and willing to co-operate with the schools in developing practical fire-prevention plans.

The better types of fire-prevention programs in secondary schools have been developed by joint planning and co-operation between the schools and the local fire departments. The officials of the latter departments not only render valuable assistance in suggesting good fire-prevention practices, but they are qualified to recommend reliable types of fire-fighting equipment for use in homes and schools.

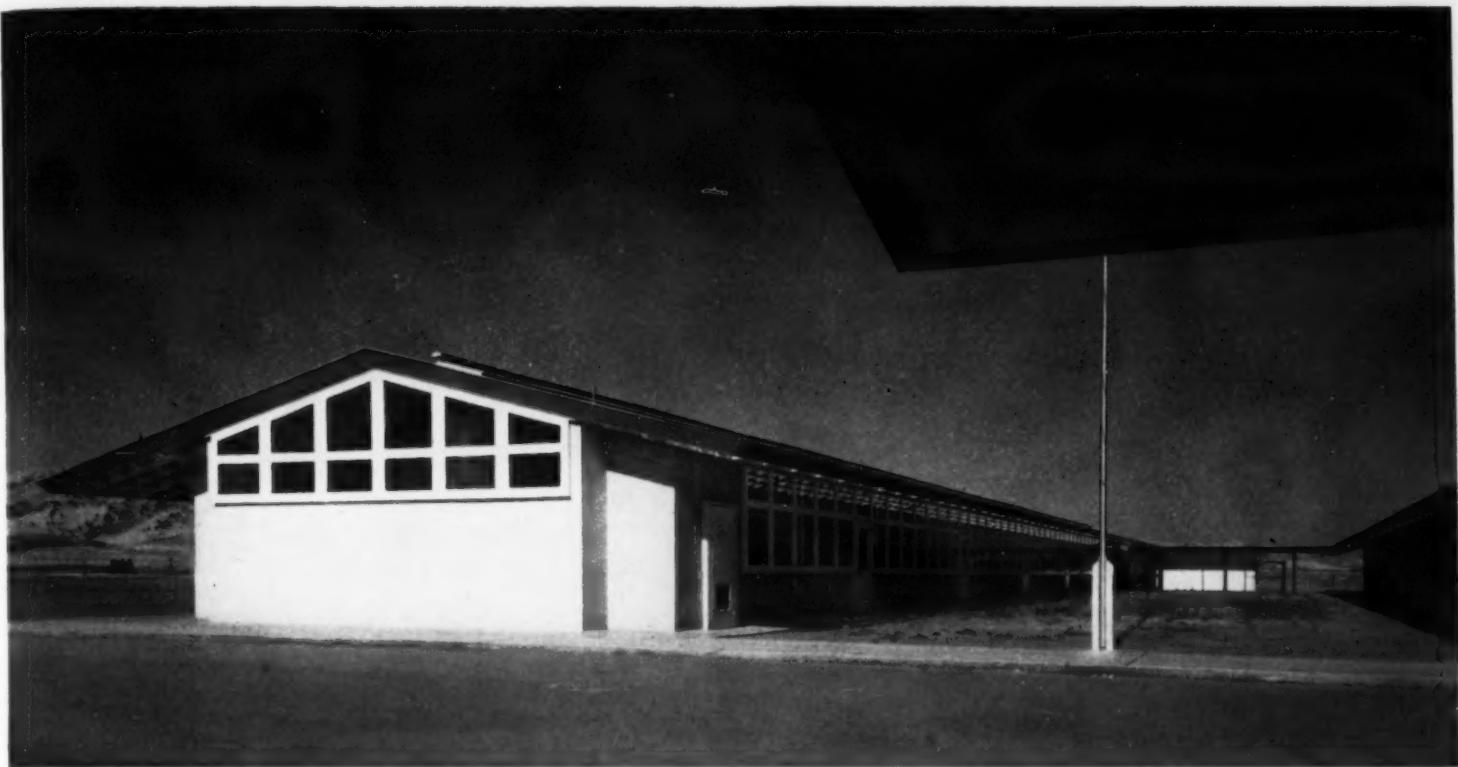
To be successful, the school program must also have the understanding and co-operation of parents. The children can become familiar with fire-prevention practices at home as well as fire drills at schools.

Typical pupil activities, according to the Department, may well include those noted below:

Pupils may make reports on the origin and purpose of Fire Prevention Week. Fact finding and study may go on in a variety of ways such as observing, demonstrating, experimenting, using pictures, taking excursions, reading books, and interviewing people. Generally speaking, these outcomes may be kept in mind: (1) a knowledge of what fire is; (2) a knowledge that precaution is necessary; (3) a growing sense of individual responsibility in safety for self and others; (4) a more active participation at home in preventing fires.



Paneled windows on the north side of the building with open overhang assure a maximum of light and a minimum of sun.



The John Marsh Elementary School, Antioch, California.—Franklin, Kump & Falk, Architects, San Francisco. This photograph was taken from the bicycle shelter.

Lighting and Heating Feature New Elementary School *Dan Cappa*

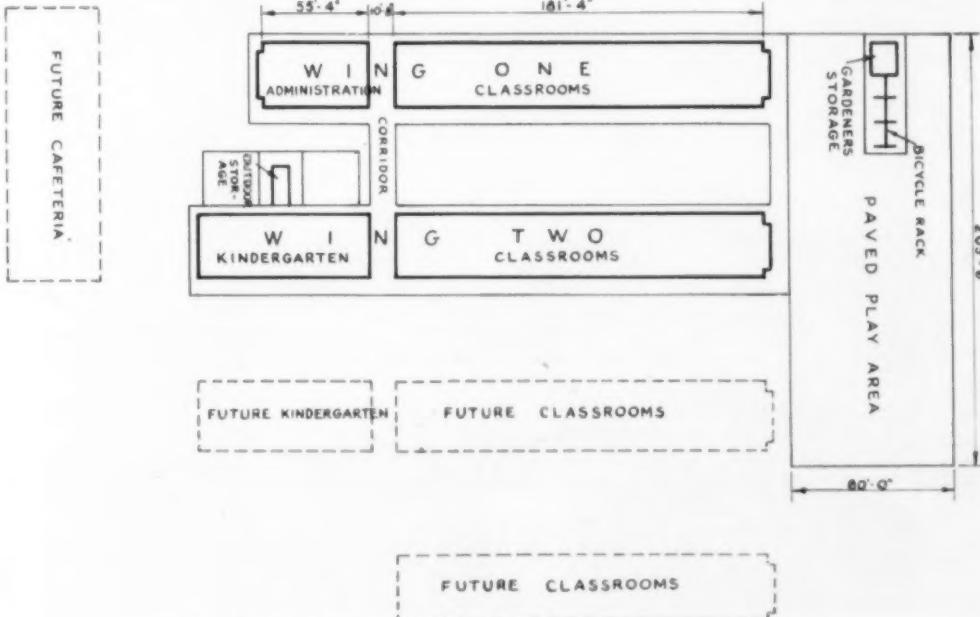
The John Marsh Elementary School at Antioch, Calif., as completed in January, 1948, is the first of several projects in the growth of a master school-building plan which has been developed to meet the educational demands of a growing city. Antioch is a thriving community of 10,000 population located at the junction of the San Joaquin and Sacramento Rivers in eastern Contra Costa County.

The architects took the educational planning developed by Superintendent Henry Spiess and the teachers, and planned the building to achieve the best orientation of all classrooms, to obtain the most effective possible lighting and heating facilities, and to obtain in general the greatest possible instructional efficiency. The building was planned to meet the immediate needs of an enrollment of about 420 children from the kindergarten to the sixth grade inclusive. The present plant will be enlarged ultimately to comprise a combination auditorium-cafeteria and 12 additional classroom units.

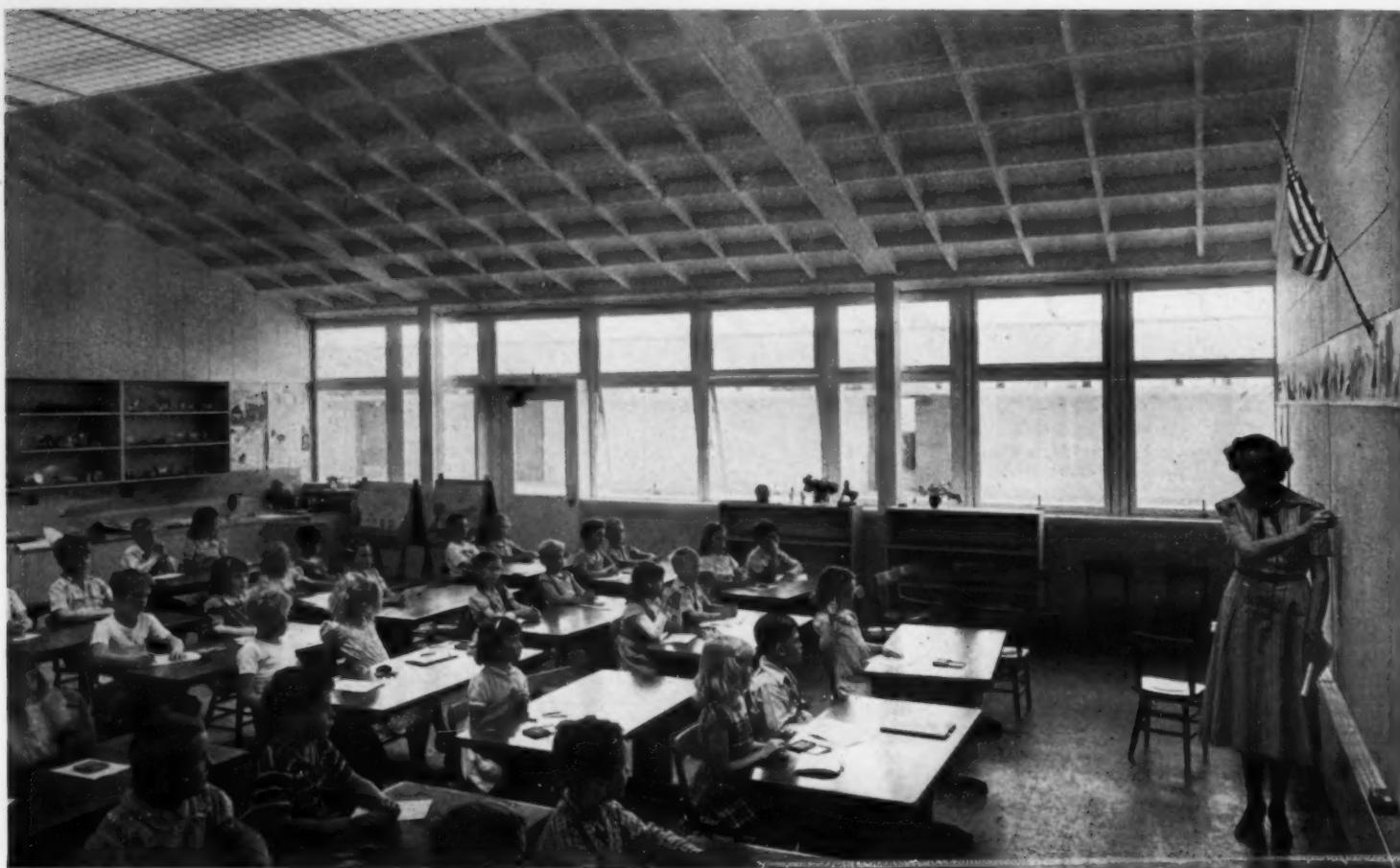
One of the construction features of the building is the trilateral lighting. This type of lighting is exactly what the word implies: light from three directions; from the north, the south, and from above. Faced with getting light from the new, deep 32-ft. square class-

rooms, the architects solved the problem by bringing more light straight down from the sky through an east-west, colored skylight and

clerestories on the south. Below the skylight, a plywood egg-crate baffle acts as a diffuser and dispels glare. All classrooms have large 6-ft.



The John Marsh Elementary School will have a typical finger type development when the final wings are erected.



Typical classroom in the John Marsh Elementary School, Antioch, showing the skylight which assures adequate light in the middle of the rooms.

panel windows facing the north. Also open overhang grid eaves protect the north windows and allow only reflected light to enter the rooms. Any glare or flashing coming from the south clerestory is minimized by a wide overhang roof that forms a covering for the open outside corridors. Trilateral illumination

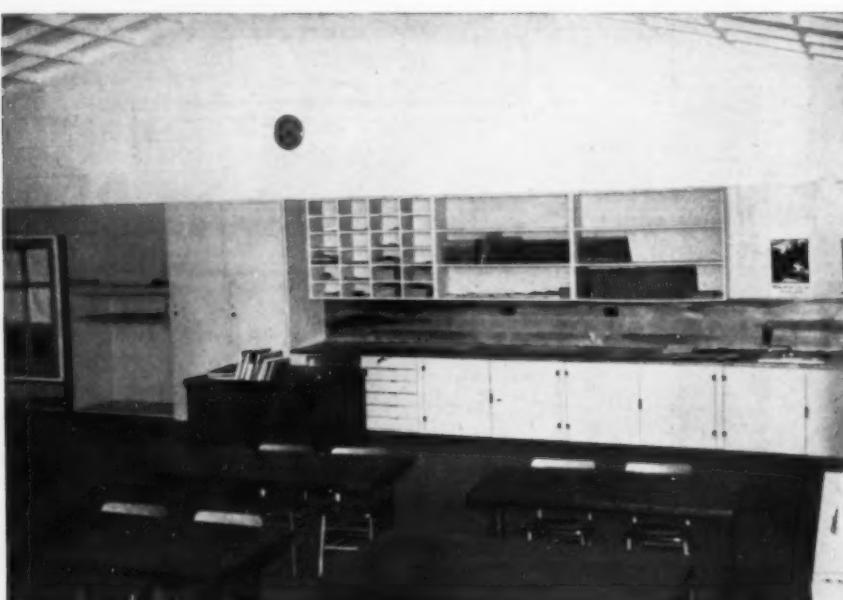
provides even lighting, without glare, to every portion of the interior.

The other feature of the building is the radiant heating. The idea in this type of heating is to surround the room spaces with heated surfaces that will radiate heat to the children and the furnishings of the building.

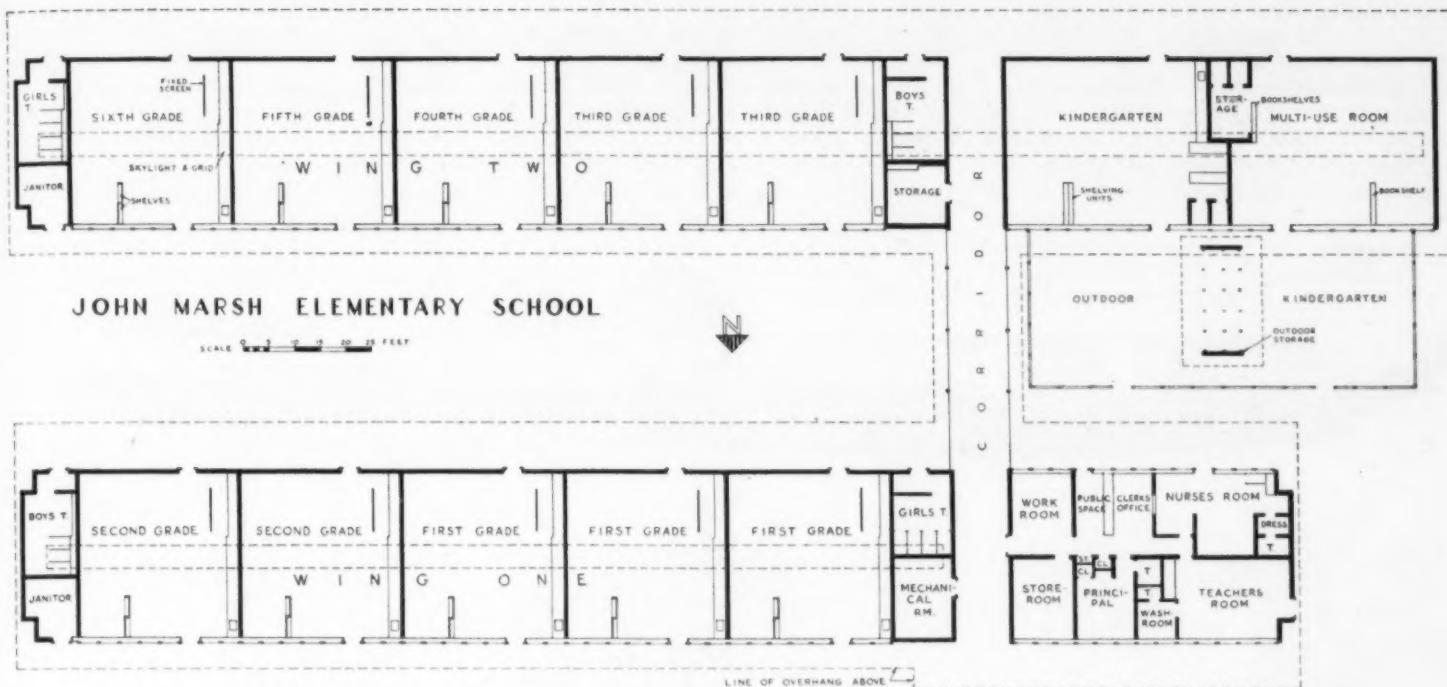
In the John Marsh School, the radiant heat source involves the heating of the floor by the use of low temperature hot water circulated through copper pipes embedded in the concrete floor. The hot water is continuously circulated by means of a pump. This keeps the floor and room at a constant temperature. The amount of heat for each room is regulated by a usual room thermostat.

Radiant heating eliminates cold floors, drafts, and a great difference in temperature between the floor and ceiling. Windows may remain open for good natural ventilation. Primary grades, where a great deal of the activity takes place on the floor, find this type of heating ideal.

Each classroom in the John Marsh School is 32 ft. square. The rooms have asphalt-tile floors and coffered ceilings. The walls are finished in plywood and soundproofed. In planning this building, special attention was given to designing cabinets and conveniences for the pupils and teachers. Storage cabinets, a work counter, and a sink with running water are placed at the rear of each room. The arrangement for storing the cloaks of the children in open closets is located near the work area. Storage shelving for books and movable bookcases are included. Ample writing board area and spacious cork display panels are provided. The color scheme of each classroom is light green. The rooms are equipped with movable furniture. A north and south door gives each room an added measure of safety.



Teacher's end of a typical classroom in the John Marsh School showing the arrangement of storage cases, bookcases, sink, and work table.



Floor Plan of the John Marsh Elementary School, Antioch, California.—Franklin, Kump & Falk, Architects, San Francisco, California.

The multi-use room and the kindergarten have separate washing and toilet facilities. Also these rooms have floor space for large group activities. Outdoor storage and outdoor play area are standard for the kindergarten.

The building is equipped with automatic program bells and a telephone in each room. A fire-alarm system and a public-address system are provided.

The structure is fire resistive, with concrete floors. Steel girders make up the frame and steel-reinforced concrete blocks are used for wall structure thus making the building earthquake proof.

The entire structure has been planned so

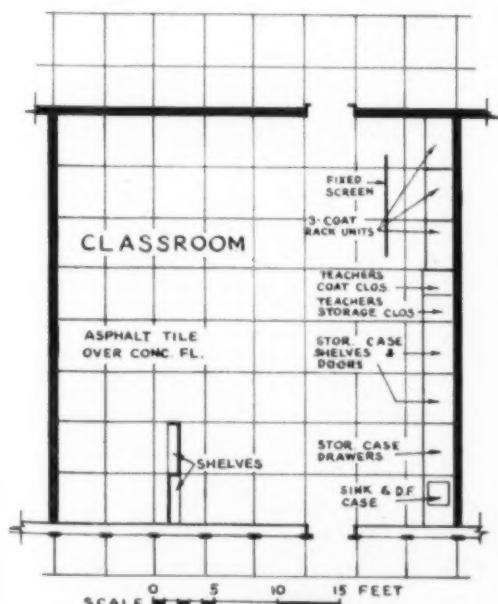
that when the time arrives for additional units, the changes can be made with no structural alterations to the building. All utilities have been located so that they can be extended.

John Marsh Elementary School, Antioch, California.

Designed by Franklin, Kump & Falk, 9 Main Street, San Francisco, California.

Cost — \$231,890
Steel frame

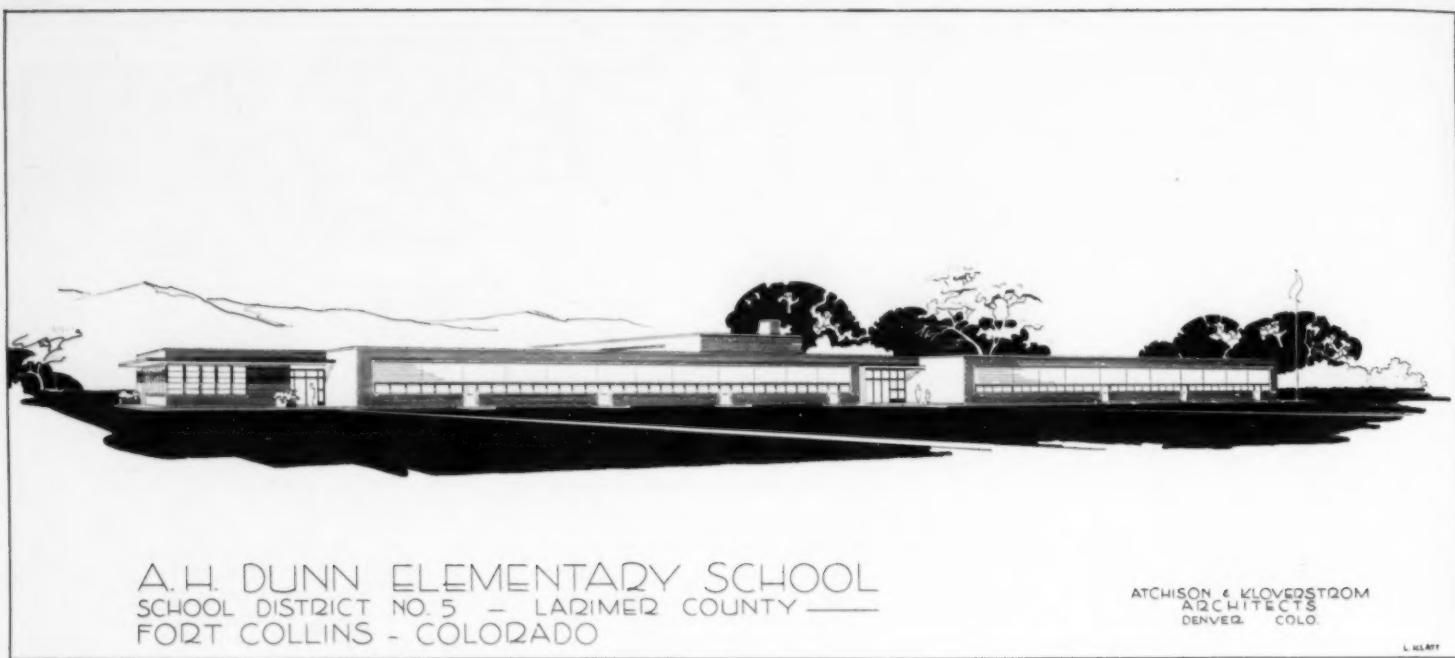
Structural steel — rigid frames, beams, columns, struts
Plywood wall partitions
Gypsum board finish
Soundproof asbestos tile
Composition roofing
Exterior cement plaster wainscot on concrete block mason walls
1. Brown coat
2. Finish float to light sand finish
Sheet glass
Interior gypsum board
Asphalt tile flooring
Mineral wool insulation in ceilings
Soft copper tubing for panel heating



Typical Classroom, John Marsh Elementary School, Antioch, California.



The steel frame of the John Marsh School is of the independent earthquake proof type and does not depend on the walls for its lateral stability.



The Dunn Elementary School at Fort Collins *D. B. Lesser*¹

The A. H. Dunn Elementary Building now nearing completion in Fort Collins, Colo., marks the first expansion of elementary school housing in the District since 1919. In 1945 the board of education authorized a school survey to evaluate the present plan and project future building needs. As a result of this survey it was determined that the apparent needs were a new elementary plant and an addition to the senior high school.

¹Superintendent of Schools, Fort Collins, Colo.

In March, 1948, a bond issue of \$700,000 was passed by the electorate. The bonds were serial bonds running for 14 years with an option date of 1959. The actual interest cost is 1.8 per cent.

The first project undertaken was to provide for the new crop of war babies. The new building will house 12 classroom units for grades one to six, a kindergarten, a combination gymnasium and auditorium, a cafeteria, offices, and storerooms. It is located on a five-

acre site so arranged that ample play areas are available. Bids were let in December, 1948, at a cost of \$333,267, exclusive of architects' fees and equipment. The unit cost per square foot is \$12.20.

The firm of Atchison and Kloverstrom, architects, Denver, Colo., have used the Harmon technique in lighting and interior decorating. Directional glass blocks are used extensively in the fenestrations, with single clear glass panes at sill height. Sloping ceilings give



Floor Plan, A. H. Dunn Elementary School, Fort Collins, Colorado.—Atchison & Kloverstrom, Architects, Denver, Colorado.

reflected light to the inner wall side of the rooms.

The specifications call for a one-story building, with masonry walls faced in tapestry brick and gray limestone coping. The walls of the corridors and gymnasium-auditorium are faced with light colored glazed brick. The floors of all classrooms and corridors are asphalt tile over wood. Heat is provided by a gas fired furnace with univent convectors. Regional temperature controls are used.

The classrooms have a dimension of 22 by 40 ft. Space is arranged in each classroom for a work area providing a work counter with sink and plenty of built-in cupboards, shelves, and equipment trucks. In addition to the work area a cloak room is provided. All classrooms have an exit direct to play areas.

The kindergarten is located at the south end of the building and is practically isolated from the balance of the building. It has its own toilet rooms and play area. This room, 32 by 40 ft., is the only area in which clear glass

is used throughout the windows. Direct glare is eliminated by an overhang.

The kitchen is planned so that not only will it be possible to serve approximately 250 pupils at the Dunn School, but to prepare food to be transported to two other elementary schools. The cafeteria is so arranged that it can be used for visual aid and music programs.

The building scheduled for completion in the fall of 1949 will provide a new era in school construction for Fort Collins.

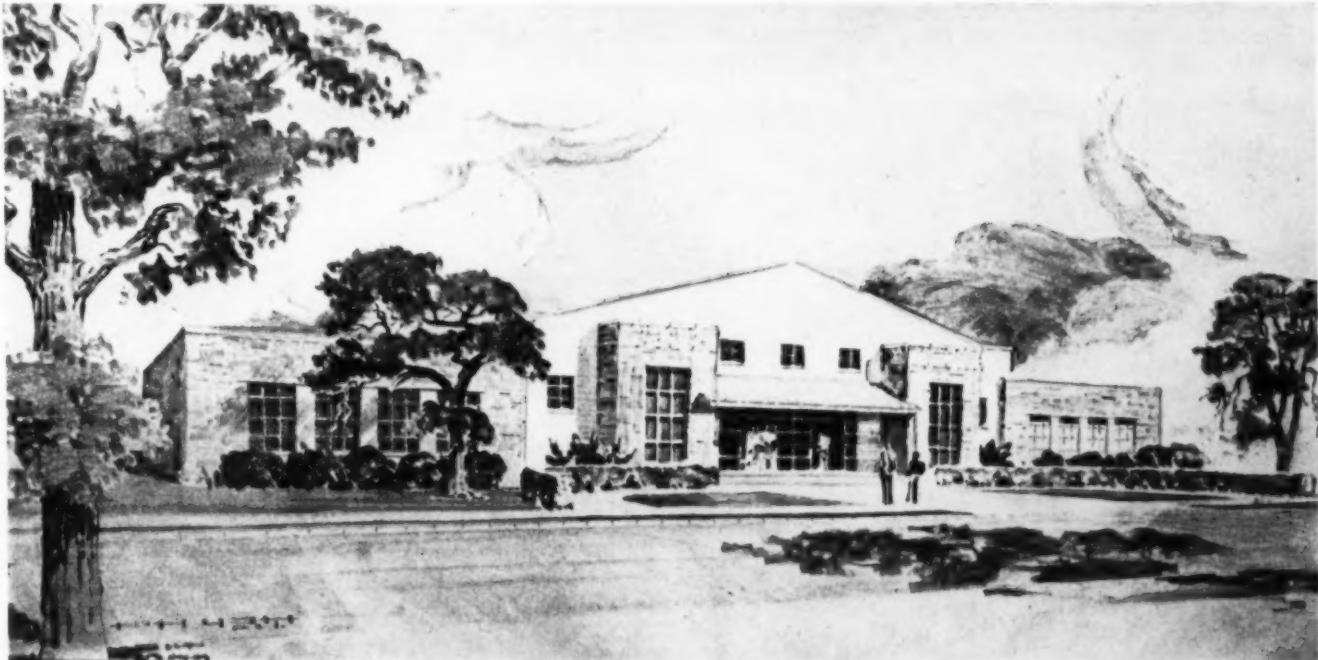
New Grade School, Sedan, Kansas

The educational facilities to be provided by elementary school buildings depend partly on the completeness of the program of education to be offered and partly on the instructional facilities already existing and provided by older buildings in a school system. This is especially true when the new schoolhouse is to be located on a "campus" where a junior or senior high school includes a number of buildings for the larger group activities. In such a situation, careful planning and effective scheduling of classes and activities can effect valuable economies and allow for broadened instructional services.

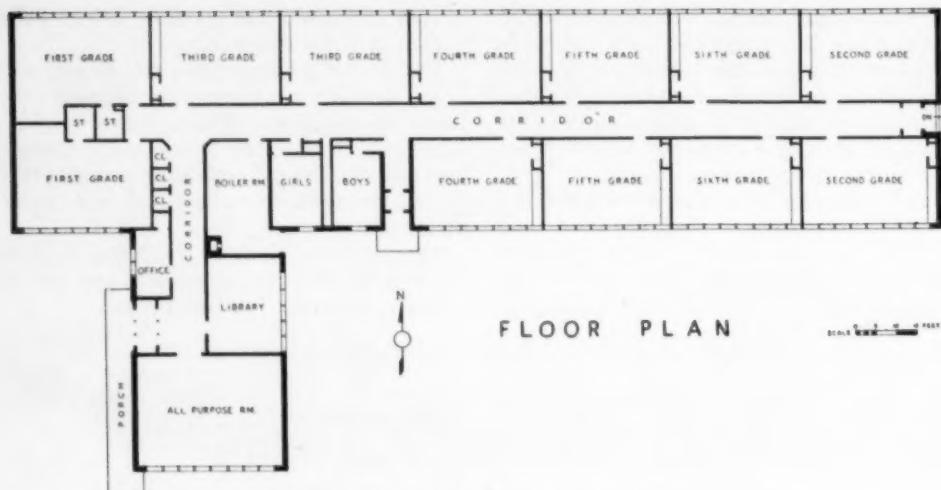
The new grade school at Sedan, Kans., has been planned to provide instructional facilities for children in grades one to six inclusive and is part of a group of buildings favorably situated, with a high school, a cafeteria, a gymnasium-auditorium, to provide areas for group activities. The building includes 12 classrooms, an all-purpose room, a small supplementary library or bookroom, an office, and toilets for boys and girls.



Perspective, Grade School, Sedan, Kansas.—Wm. N. Caton, A.I.A., Architect, Winfield, Kansas.



Perspective, Gymnasium-Auditorium, Sedan, Kansas.—Wm. N. Caton, A.I.A., Architect, Winfield, Kansas.



Floor Plan, Grade School, Sedan, Kansas.—Wm. N. Caton, A.I.A., Architect, Winfield, Kansas.

The main administrative offices, the auditorium-gymnasium, the lunch facilities, and the main library are in other buildings on the same site.

The classroom unit runs east and west with all classrooms facing north or south. The entire south walls are of directional glass blocks with a vision strip of steel clear glass sash. The north classrooms are glazed with plain steel sash. The classroom ceilings slant upward toward the corridor. Supplementary light for the corridor and the inner parts of the class-

rooms is provided by supplementary windows high in the corridor walls. The roof above the corridor is a continuous skylight of full width and length under which is placed a diffusing glass ceiling. The arrangement is such that no direct sunlight enters the classrooms through the diffusing glass sash.

The interior walls and partitions of the building are of pumice stone cement blocks. These provide very durable walls of good sound absorption, and may be readily painted and cleaned. The classroom ceilings are

treated with an acoustic plaster.

The heating is with forced hot water in pipes laid in the cement floor slabs.

The Sedan Auditorium-Gymnasium

The Sedan school system is enjoying for the first time the benefits of a complete new gymnasium-auditorium, which has been fitted in between existing buildings used respectively for domestic science and vocational agriculture. The building has a playing floor of 45 by 90 feet, a complete stage at one end, bleacher seating on the sides, and a balcony at the rear. The total seating capacity of the main floor and the balcony is 950.

The basement contains, under the stage, ample dressing rooms and showers for boys and girls. Provision is made for public toilets, a ticket office, and a small "concession" room.

The building has brick and concrete block walls and the roof is supported on a bridged frame of steel beams continuous with steel columns set in the side walls. The construction eliminates all exposed trusses and makes possible a very useful room with a ceiling height of 21 feet at the outer walls and 27 feet in the center. The ceiling is covered with acoustical tile, and a skylight 8 by 54 feet supplements the window lighting.

The building is fitted with heavy-duty toilet fixtures, washbowls, and showers. Heat and ventilation are provided by unit heaters set high in the walls.

The building as also the elementary school was designed by W. N. Caton, architect, Winfield, Kans.

The Mesita Elementary School, El Paso, Texas

*Messrs. Carroll and Daeuble, A.I.A.**

The new Mesita Elementary School in El Paso, Tex., is located on a seven and one-half acre site, which provides adequate outdoor activity areas as well as room for future expansion. The new building includes eight pri-

*Architects, El Paso, Texas.

mary classrooms, ten upper elementary classrooms, an arts-and-crafts room, a music room, an auditorium-playroom combination with a stage, a cafeteria, administrative offices, a library, a custodian's apartment, a boiler room, a clinic, a workroom for teachers, teachers'

rest rooms, pupils' rest rooms, and conveniently located custodians' storerooms and bookrooms.

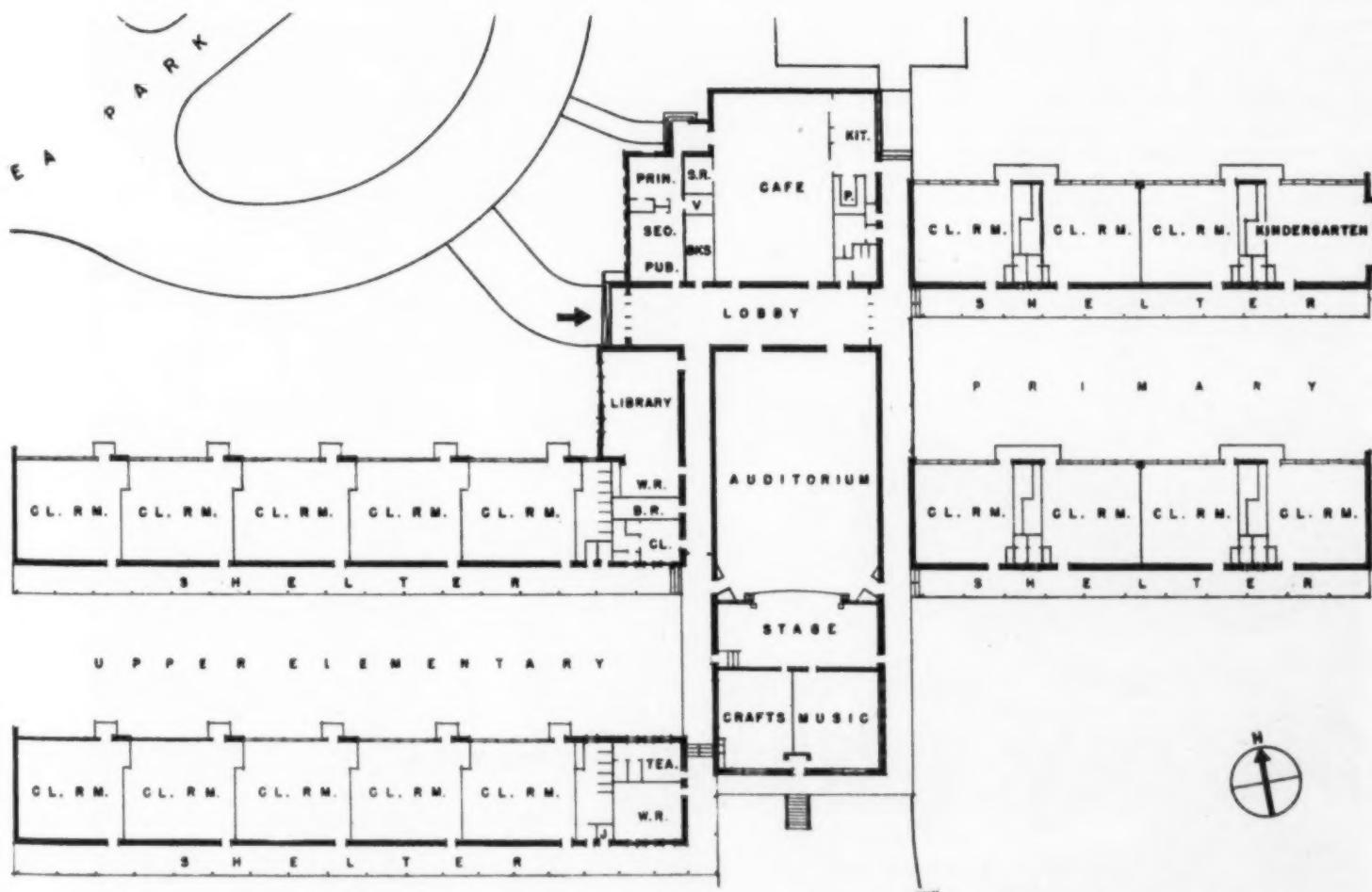
The building contract was awarded in April, 1948, to Robert E. McKee, El Paso, who was the low bidder for the complete project, at \$387,200. This figure includes the general con-



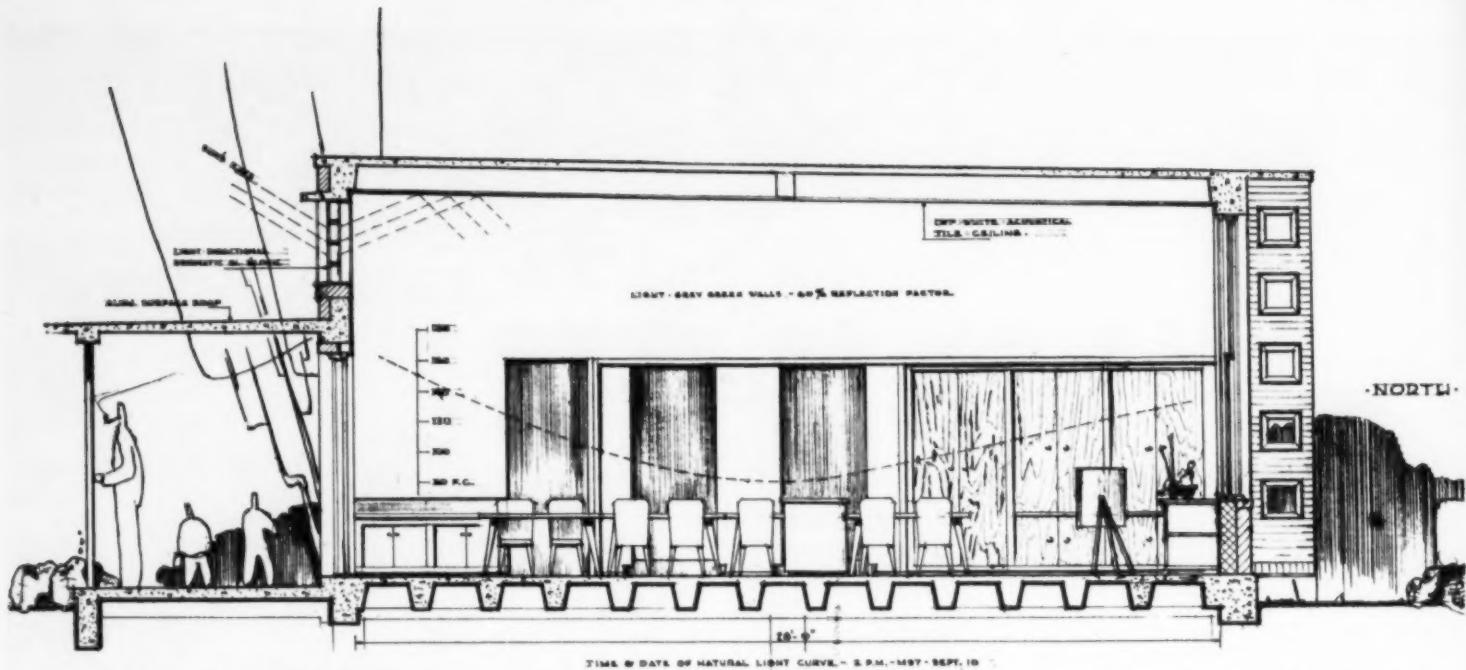
Exterior Mesita Elementary School, El Paso, Texas.—Carroll & Daeuble, Architects, El Paso, Texas.



The Mesita Elementary School, El Paso, Texas, is arranged with the upper and primary units in separate wings adjoining the units used by larger groups.



Floor Plan of the Mesita Elementary School, El Paso, Texas.—Carroll & Daeuble, Architects, El Paso. All the classrooms have north exposure for their main source of light. Sunshine is admitted through clerestory windows placed above the outdoor corridors.



Section through a typical classroom of the Mesita School. The arrangement of windows on the north and south sides of each classroom with directional prismatic glass block in the clerestory windows permits of maximum uniformity of lighting.

tract and the plumbing and heating and electrical contracts. The unit cost of the project is \$9.40 per square foot.

The Mesita School employs the square classrooms in developing its instructional facilities. The primary classrooms are 28 by 32 feet and include individual toilet facilities within the classroom, as well as a work sink, a drinking fountain, built-in storage units, and students' locker alcoves. The upper elementary classrooms are similar in size but do not have the rest room within the classroom. All other elements in the primary classroom are included here even to the work center and lockers.

All classrooms have their principal glass area to the north, with clerestory lighting through prismatic glass block on the south. The orientation of the building permits diffused natural lighting for each classroom without glare or even the necessity of shades or blinds. Each classroom has asphalt-tile floors, acoustical-tile ceilings, semi-indirect artificial illumination, and individual, thermostatically controlled unit heaters. All classrooms have immediate access to the out-of-door activity areas.

The auditorium-playroom combination will accommodate all special activities, including

visual education for large groups. The stage has been completely equipped and is served directly by the arts-and-crafts classroom for sets, etc., while the music room is conveniently connected for choral and instrumental service to the stage. The boiler room and the custodian's apartment are underneath this general area.

The cafeteria-dining room is large enough to serve the entire student body in two shifts. The main lobby is located to provide circulation for the administrative suite, the auditorium, and the cafeteria, as well as the library.

The general scheme of the plan places the so-called community facilities of auditorium, cafeteria, offices, library, etc., in the central core. From this core, the primary classroom wings extend to the east, while the upper elementary classrooms wings extend to the west. Such an arrangement of elements makes possible the separation of primary and upper elementary play areas. The primary play area is so located and will be developed to provide a community recreational center or park for the neighborhood.

The building has a complete reinforced concrete frame, with face brick and tile curtain walls. The structure is completely fire-proof.

The outdoor corridors or shelters are highly desirable in this climate where there are 10 inches of rain per year and 360 days of sunshine. The temperature range of El Paso is from 15 degrees on the coldest winter days to 100 degrees in the summer.

The building was dedicated on February 20, 1949 with an open house and a program in which prominent citizens took part. The dedicatory address was made by Eugene R. Smith, secretary of the board of education. The parent-teacher association provided the details of the program.



The Mesita Elementary School is at the edge of a rapidly growing housing development.

For Cleanliness and Beauty—

Add Color to the School Building Through Tile *Janet McHendrie*

Inside the classroom, the student learns scientific facts about color. He learns that there is energy in color, which can affect the individual's health, happiness, and safety. He learns that some colors stimulate, others depress, and still others cause irritation and actual physical discomfort.

Classes over, chances are the student emerges into a drab and colorless corridor. The floors are cement, the walls are white plaster, and the general effect is as cheerless as that of a jail or hospital. In brief, students, teachers, parents, school board members, and architects know the importance of color in everyday living, but not always is anything done about it.

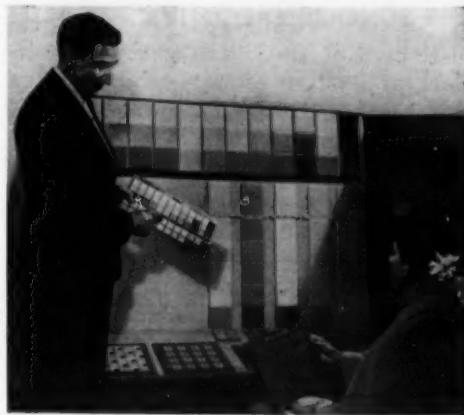
Tile is Practical

Painted walls are not practical, particularly in a kindergarten or elementary school building, but how about tile? One of the most durable building materials in existence, tile, can introduce color, provide a surfacing that will

wear indefinitely and add the further advantage of sanitation. It is fireproof, waterproof, stainproof, as well as being decorative. Cheerful color combinations in glazed tile can lighten dark corridors; attractive designs make colorful backgrounds for drinking fountains; school seals and insignia form the basis for a handsome flooring.

West coast schools, like west coast homes, are less conservative in the use of color for walls and flooring, and, as in the homes, there is also a good deal of "indoor-outdoor" construction. Natural clay quarry tile is becoming increasingly popular for use in such buildings as a durable and colorful flooring for corridors, terraces, patios, and pathways. The rich natural clay colors of russet, cinnamon, red, and buff make a warm contrast with the green foliage out of doors, and bring color and pattern to corridors and passageways indoors.

Where glazed tile is used on the walls and unglazed ceramic tile on the floor, a new line makes color selection sure and easy. The



Ceramic tile is now available in scientifically co-ordinated shades and tints so that satisfactory color combinations can be obtained.

Photograph Mosaic Tile Company.

colors have been scientifically controlled to harmonize, so that any combination selected from the 36 wall colors and 24 floor colors can be co-ordinated. Wall colors shade from pastels to very deep tones, and floor colors come in light and dark shades of each color. Possibilities are endless for creating interesting combinations in colors and shades, and no matter what the choice, the result will be harmonious.

Installation Is Efficient

The process of renovating and remodeling with tile also has been greatly simplified, with the introduction of a new method of installation. With this method, no structural changes are necessary and dirt and inconvenience are reduced to a minimum. Any surface will hold the tile—plaster, brick, metal, concrete, wood, or wallboard. A thin bonding cement is spread on the wall or floor surface, or on the tile itself, and the tile is set in place. The process saves up to 40 per cent on labor costs, and is so clean that it also saves a considerable amount on clean-up jobs when reconstruction is finished.

Those responsible for the maintenance of school buildings should also acquaint themselves with the correct usage of the different kinds of tile. The high glaze and sparkling color of wall tile makes it a decorative, durable, and sanitary surfacing for walls, but it is not recommended for floors. Unglazed ceramic tile, available in the same colors as the wall tile, is made expressly for flooring, has no vitreous surface to chip or scratch, is homogeneous throughout, and will wear indefinitely. The unglazed, natural clay quarry tile is even more durable—in fact, it is practically indestructible—and can be used indoors or out, where traffic is heaviest. Both glazed and unglazed tiles are fireproof and waterproof and hence are among the most practical of finishing materials for school buildings.



Colorful tile design makes an attractive background for drinking fountains and provides a decorative spot in an otherwise plain corridor. Important is the fact that the tile can be kept clean.

The American
School Board Journal
A Monthly Periodical of School Administration
William C. Bruce, Editor

THE SCHOOL EXECUTIVE'S HEALTH

MODERN INDUSTRY, a periodical devoted to problems of management in large industries, declares that (1) the health of business executives is a corporate problem, and an important one; (2) the health of the executives is a company responsibility; (3) and the big stumbling block in the way of keeping executives healthy is their own fear that they will find something seriously wrong with themselves. The foregoing findings are based on the commonly known fact that highly placed executives often suffer from hypertension, heart ailments, and kidney or liver troubles. The constant pressure under which they work, the frequent crises which result in emotional strains, the long hours of work — all contribute to shortening the effective working years and the lives of these men.

Several recent deaths of superintendents of schools in large and medium size cities and a number of unexpected resignations — for health reasons — of men in their fifties provide reasons for suggesting that school boards have a responsibility for considering the health of their chief executives as a problem and a responsibility.

The work of a superintendent cannot be analyzed from an economic point of view, but it is vastly important for the social and educational efficiency of a school system that the chief executive think clearly and plan wisely, that he make decisions which will be for the total welfare of the schools and the community and will do full justice to the pupils, the teachers, and the citizens concerned. He cannot do these things unless he is in good health.

He cannot work with any degree of serenity and assurance if the board does not set up rules and observe precedents which will safeguard him from the frequent importunities of unreasonable parents and the selfishness of business people. He will be subject to endless upsets if individual board members play politics and compel him to play the game to safeguard his own security and the welfare of his charges, the children and their teachers. His associates in the administrative and supervisory group can make him endless troubles if he cannot depend upon them to carry their respective job burdens and to work with him in sincerely achieving the purposes of

the schools. The teachers too, individually and as an organized group, can harry him if he must constantly work with individuals who are not loyal and if he must suspect the leadership of the local teachers' association as looking for opportunities to criticize him and to join with any form of opposition.

In other words, the school board that treats its superintendent as a human being and prevents him from getting into situations which endanger his moral and professional integrity will serve its own official purposes in the best manner and for the long term.

SCHOOL BOND SALES

DURING the past 25 years school boards have made vast strides in improving their methods of borrowing money for long-term financing of school buildings. Serial bonds which eliminate the accumulation of wasteful sinking funds, optional clauses that permit of earlier repayment where unexpected surpluses or increased tax receipts become available, are only two types of betterment. Endless numbers of school districts have made improvements in their credit reputation by long years of prompt payments of current accounts as well as debt service. All this has contributed as much as present government policies encouraging "cheap money" to the low rates of interest which the schools enjoy.

It is disturbing, however, to learn from time to time that small school districts still are victimized by legitimate bankers and bond houses who use the inexperience of the school boards to exact interest rates much higher than going rates for sound municipals and higher than is warranted by the actual credit of the districts. An example of a typical abuse came to light recently in Winnebago County, Illinois, where a school district was persuaded to sell an issue of \$100,000 to a banker at 3½ per cent interest without public bidding, in return for legal advice and financial help in meeting the cost of the referendum. Fortunately a taxpayer brought suit with the result that the local Circuit Court declared the sale invalid and ordered that bids be taken. The school district will make a substantial saving from the interest rate which should be a point or a point and a quarter lower.

The safeguards which the largest municipalities throw around their issuance of bonds are all available to school boards in even the smallest towns. Certainly such important details as expert legal advice, advertising, and the taking of bids should not be omitted. The state departments of education, through their divisions of

schoolhouse construction, should be asked for advice and help. Where such help is not forthcoming promptly, the business manager of the board of education in the nearest large city will be happy to pass along his experience.

THE TEACHERS' FOURTH ROUND?

SIMULTANEOUSLY with the opening of the new school year in September, the boards of education in a number of large cities have received requests from the local teachers' unions for a reopening of the salary problem. Overall raises from \$200 to \$1,200 have been mentioned as necessary to satisfy the petitioning groups. The arguments presented range from claims that the local salary schedules are out of line with other cities to charges of political manipulation which gave public employees raises without consideration for the school employees.

The problem is one for every school board to solve on the basis of local conditions. There is not much comfort for the boards in the fact that there has been a slight drop in the cost of living. Teachers' salaries still represent too small a differential between the pay which professional people with college degrees should receive and the wages received by skilled mechanics and clerks in commercial enterprises.

NOTHING PERFECT

A PROMINENT mechanical engineer recently declared that no great engineering problem had ever been solved completely and that in all probability no perfect solution would ever be found to any such problem. This statement is in line with a remark attributed to Thomas A. Edison in which he held that no existing piece of machinery is more than ten per cent perfect.

What is true of purely physical, mechanical problems is doubly true of school administration. A perfect form of school board organization has never and will never be devised. Argue as much as we will concerning the size of school boards, and the relations and functions of the professional and lay officers, no school administrative machinery will ever do its work without the friction of human interests and the lost motion of human imperfections. To take men and conditions as they are and to better them continually, if only slightly, to strive upward and onward is the present duty. There need be no sighing for a millennium if every day's work is done better and more unselfishly than the day before.

(Reprint from March 1916, p. 33.)

Word From Washington

Views on Textbook Trends

Elaine Exton

Teachers will always look to textbooks as one of their fundamental tools in teaching in the opinion of Eva G. Pinkston, executive secretary of the National Education Association's Department of Elementary School Principals, who reports that at the 10th Annual Conference on Elementary Education held by her organization at Boston University, July 11-22, 1949, each of the main speakers stressed in his address on skills instruction in child development that in educating the whole child the textbook is essential in teaching the "three R's."

"In view, then, of the importance of the textbook in our scheme of education, it is apparent that one of the most effective ways for improving the content and method of instruction is to place better textbooks in the hands of teachers and pupils. To do this, we must not only encourage the preparation of textbooks of superior quality, but also develop, in the selection of textbooks, procedures that will tend to insure in our schools the use of these superior books." These words, although written by Dr. J. B. Edmonson in 1931 for the thirtieth yearbook of the National Society for the Study of Education, are equally true today.

Improvements in Textbook Production

There are encouraging signs that school textbooks are being improved. Lloyd W. King, executive secretary of the American Textbook Publishers Institute, believes "textbooks today are better than they have ever been." He cites these 12 trends in textbook production to illustrate some of the ways in which publishers are improving their own standards to keep pace with the changing times in which we live:

1. The style of writing is improved and will doubtless continue to be improved. Many editors think that a journalistic or conversational style used in writing textbooks yields return in the educational quotient. Much progress has been made in improving the reading interest of textbooks. Much more will be made.

2. The trend toward improvement in design and format will continue. The type now is larger and better spaced and the lines are shorter and more even than in the textbooks of a few years back.

3. The trend toward attractiveness in books continues. The use of color just for the sake of using color is not justified. Color must make a contribution to teaching. Publishers will apply the criterion of function in the use of color. However, they are finding that attractiveness of format, balanced design, with pleasing color, do contribute to the usefulness of books.

4. The present practice of building text and

reference books upon the findings of research will continue in a significant degree.

5. There will be an increased effort to relate textbook subject matter to the interests of children. This does not assume that children should be taught only about those things in which they are already interested. It is the business of a good teacher and the teacher's helper, the good textbook, to develop correct interests in children.

6. The trend is definite toward more content in textbooks.

7. Probably special textbooks will be developed that are adapted to various levels of ability. Several publishers have brought out successful books thus adapted. It is probable that more textbooks in this field will be produced, particularly for the slow reader. Some think there will come into general use textbooks designed for self-instruction to help broaden the program of studies, particularly for the smaller high schools. Publishers thought the experience in self-study and in directed-study materials developed during the war would carry over to these times. Their hopes have not been realized. They still think, however, there is a possibility of wider use of these kinds of materials.

8. There is a trend toward stressing world affairs and international understandings and appreciations.

9. There is a growing emphasis in the textbooks on teaching the real meaning of a democracy and in interpreting the meaning of human worth and individual dignity.

10. There is a trend toward making a sharper distinction between basic textbooks and enrichment or supplementary materials. There is a growing recognition that an organized program of instruction, as presented in a good textbook, has value. Skillful authors have organized their basic books so that the teacher and pupil can go beyond the textbook, and teachers have learned to use both basic and supplementary materials with a better appreciation of the contributions of each.

11. Textbooks will continue to reflect the thinking of educators. Authors and editors of present-day textbooks are alert to the implications of the Atomic Age, the re-emphasis on geography, the importance of oil, etc.

12. Some publishers have already ventured in the field of adult education. If and when funds permit the significant extension of adult education, textbook publishers will be prepared to do their share toward providing suitable teaching materials.

Mr. King further states: "Textbooks represent at present a very small part of the educational expense. It is interesting to note that there can be no run-away market in textbooks because competition keeps down cost. More-

over, they are sold within a framework of laws that prescribe rigorously the practice of publishers.

"Yet the facts are that during a period when expenditures for schools are increased expenditures for books for schools are not proportionately increased. However, during a period of reduced expenditures for schools the reduction in expenditures for textbooks are disproportionately large. It seems a shortsighted policy to spend large sums of money on a school building program and on an instructional staff and fail to spend an adequate amount to carry out the educational program through proper supplies and tools of teaching. An adequate supply of books would not only enrich the lives of the students so supplied but would, in the long run, reduce educational expenditures by reducing retardations in schools."

Some Facts on Textbook Sales

During 1948 textbook sales totaled approximately \$131,000,000, a 5 per cent rise over the previous year. It is estimated that elementary and high school textbook sales comprise \$81,000,000 of this amount, a 12 per cent increase over 1947. On the other hand, college textbook sales are estimated to be \$50,000,000, which represents a decrease of 5 per cent from 1947. The average sale of elementary and high school textbooks per pupil enrolled was \$2.74 in 1948, as compared with \$2.50 in 1947, and \$2.20 in 1946.

Textbook authors in 1948 earned more in royalties than textbook companies earned in net profits. The 1948 net profit for publishers of elementary and high school textbooks after deduction of taxes was 4.5 per cent of their sales. The 1948 net profit after taxes for all types of publishing done by the entire textbook publishing industry is estimated to be 7.6 per cent of sales. The National City Bank reports that 3262 corporations in all lines of business showed an average profit margin of 7.3 cents per sales dollar, and 1680 companies in the manufacturing industries showed an average profit of 7.5 cents.

The cost of making textbooks—including paper, printing, binding, authors' royalties, editorial and manufacturing expenses—amounted to 53.3 cents out of each sales dollar in 1948. Whereas in 1939 these items consumed 49.4 cents of each sales dollar. It is obvious, therefore, that textbook publishers have not increased prices in relation to the increased cost of making books, or, to state it in another way, the publishers have been able to absorb some of the increased costs and have not passed them on to the consumer because they have enjoyed a larger volume of sales.

These are some of the findings of a recently completed survey of the textbook publishing industry prepared by Stanley B. Hunt and Associates under the direction of the Committee on Industry Statistics and Accounting of the American Textbook Publishers Institute.

Difficulties Publishers Encounter

Providing the kind of instructional materials that will make the teachers' services effective is not an easy assignment for textbook publishers even though high caliber teachers are usually employed to write them. Using a vocabulary that is fitted to the capacity of the pupils for whom the text is planned, presenting concepts that are hard to grasp in terms the students of a particular grade level can understand, determining the grade placement of new topics, are among the problems that concern publishers as well as educators.

The situation is very different now from the days when the McGuffey Reader was the accepted tool of instruction in nearly all the schools of the nation. Their phenomenal success was made possible by the fact that teachers had no objection then to having all pupils study the same material.

In the twentieth century we have become increasingly mindful of the great range in ability and interest of pupils and also of the great differences in community environment. Teachers are increasingly stressing instruction that deals with the problems of the local community and that directly meets the needs of individual pupils.

Reading experts state that the reading range of the typical high school class is about seven years. The real need in today's schools, therefore, is for a range of reading material that will meet the requirements of all the children in the class. This usually cannot be accomplished through use of a single book.

The method of reading where each child picks from a number of publications on the same subject the ones that most appeal to him is in vogue in a number of elementary and secondary schools. Many educators favor this procedure because the variety results in class discussions in which a larger number of pupils participate and makes it possible for the students to obtain more than one viewpoint on complex or controversial questions.

To be successful, educational publishers must not only be aware of the leading trends in education but even able to anticipate likely changes in teaching methods.

Dr. Bess Goodykoontz, director of the U. S. Office of Education's Division of Elementary Education, points out that the changes in what children learn or the time at which they learn certain concepts that have taken place since their parents were in school are based on continuous and consistent study of two things: "First, what we can learn about how children grow and learn; second, what learnings are important for children to have."

Emphasizing the importance of having textbooks provide instruction that concerns the life and problems of children rather than figures and abstractions, Miss Goodykoontz cites



this illustration: "Problems in arithmetic, like problems in social sciences, or in social behavior, are usually complex. That is they involve a situation, a series of choices or decisions. They don't typically come out even. They involve activities of real people.

"This fact casts considerable doubt on series of problems in old-fashioned textbooks that skip lightly from lengths of rope to height of steeples, to distance run by race horses, and so on. It implies the need for a different type of problem. These problems should deal with situations which boys and girls are facing, in which there are decisions to be made involving estimates, computations, measurements, and judgments."

Additional hurdles confront textbook manufacturers seeking to develop adequate publications for use in teaching the meaning of democracy, international understanding, economic and social studies, and the like.

Textbook authors recognize an obligation to be as objective as possible in dealing with controversial issues and probably few publishers would knowingly engage in special pleading. However, complete impartiality and complete coverage are not always attained. Agnes Snyder of the Mills School in New York City highlights this problem in her article in *Learning World Goodwill in the Elementary School*, the 25th yearbook of the Department of Elementary School Principals, N.E.A., in which she states:

"It is necessary to teach children to be discriminating, to face the fact that much that they hear and read is not true. In this welter of ambiguity, falsification, and misrepresentation children need to be taught the scientific approach—to examine data, to base conclusions on evidence. Perhaps most difficult of all to handle is what might be called negative propaganda through the omission of significant data or partial treatment of a subject. Textbooks are particularly at fault here.

"No one can deny the progress made in the quality and accuracy of textbooks. But, pub-

lishing houses must produce books that will sell. If the statement of unpleasant truth will interfere with the adoption of textbooks in a given area of the country, it is a simple matter to avoid an issue by omission. In this the publisher is no better, no worse than any other businessman making a living under current conditions. But teachers must remember that textbooks need to be subjected to the same careful scrutiny as any other printed material and that children should be taught to use them with the same discrimination that is brought to bear on all data."

While stressing the desirability of utilizing a wide variety of learning materials, Arno A. Bellack, executive secretary of the Association for Supervision and Curriculum Development, N.E.A., comments: "Textbooks *can* be used in such a way as to help accomplish the purposes of a modern program of education. For example, instead of leaving students with the impression that the textbook is infallible, points of view expressed in texts should be submitted to the same careful analysis and investigation as those found in other learning materials—pamphlets, magazines, and newspapers. Is there evidence that the author is biased? Are any significant facts omitted? Are there other plausible interpretations? Habits of critical reading and analysis can thus be encouraged if the teacher uses the textbook as a *tool for learning* and not as material to be committed to memory."

How Educators and Publishers Co-operate

In view of the close relationship that usually exists between textbooks and school courses of study it is highly desirable that school administrators and teachers co-operate with textbook publishers as fully as possible to achieve publication of the kind of materials needed in a modern program of education. Many such activities are already in progress.

Textbook representatives are becoming more interested in attending educational conferences, not as salesmen, but to learn the points of view of school officials. The Association for Supervision and Curriculum Development, N.E.A., has set up a Liaison Committee on Instructional Materials to work with publishers in solving common problems.

To assure that new teaching aids meet the needs of the children for whom they are intended, Dr. Howard R. Anderson, chief of Instructional Problems in the Secondary Education Division of the U. S. Office of Education, recommends that publishers give increased attention to developing experimental units for classroom tryouts prior to publication in final form. Another alternative is for school executives to purchase new textbooks in small lots and find out how the pupils react to them before placing quantity orders.

Wilhelmina Hill, specialist in Social Sciences in the Elementary Education Division of the U. S. Office of Education, suggests that textbook representatives keep in closer touch with the persons in individual school systems who are actually responsible for developing the curriculum.

Neatness

comes easily with Steel Wardrobes by Berger

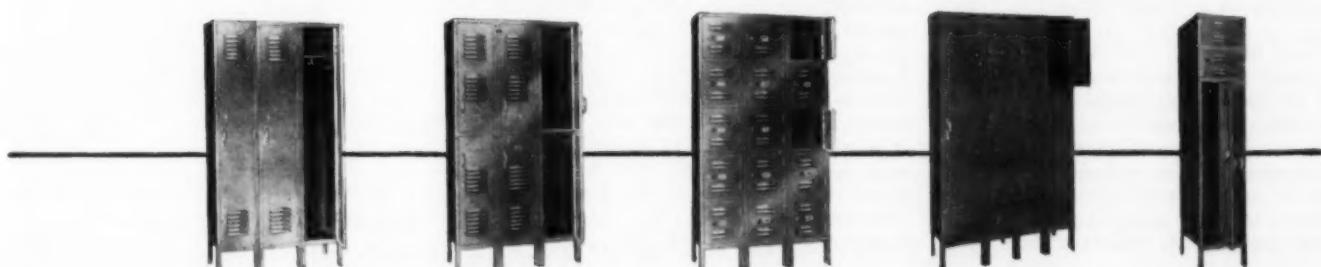


● Susan gets a thrill from having her own individual space for coats, hats, boots and books. She enjoys using her roomy Berger Wardrobe section. She likes to keep it clean and neat . . . she's *practicing* neatness daily . . . strengthening the good habits which parents and teachers have developed in her. And, every day her efforts are encouraged by attractive, efficient Berger Steel Wardrobes and the neat, uncluttered classroom atmosphere they create.

The double door classroom wardrobe Susan uses is but one unit in the broad Berger line serving every educational level—from kindergarten to university. Berger offers you the experience and the equipment necessary to come up with the right answer every time, whatever your school storage problem. In your planning for future expansion, look to Berger, the leader, for the finest in steel school storage equipment.

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National School Boards Association Faces Alternative Plans of Organization

Shall the National School Boards Association seek direct contact with local school boards in matters of membership, finance, and service, or shall it work primarily with and through the state associations? Upon the answer to this question, which must be decided at the next annual meeting in February, 1950, will depend the character and functioning of the National Association in the years to come.

Direct memberships by local boards would produce a type of national association which would compete with each state association for the interest of boards in that state. Some boards would join both, some would join the state and not the national, while some might join the national and not the state. A large amount of clerical machinery in the national office would be needed just to keep itself alive and its memberships and mailing lists current. Service to the local boards would have to be of a rather general nature since state laws and regulations are all different and are best interpreted by the respective state associations. A national journal to which membership would provide subscription would be an almost immediate necessity. A large general annual meeting would need to be held, and the association would become an action group, similar to the N.E.A., with a lobbying role in national legislation. Participation by the association in co-operative councils with other national agencies would be limited by the extent of its local memberships, and would always be a partial rather than a potentially universal representation.

State-association memberships, on the other hand, would produce a different type of national organization. The National Association would look for its support to a maximum of 48 state associations, and it would grow with them rather than in competition to them. Maintenance machinery in the national office would be held to a minimum and efforts concentrated on acting as an interstate exchange to promote the strengthening of the state associations until all approached more nearly the effectiveness of those now existing in California, Illinois, Louisiana, New York, Pennsylvania, Washington, and some others. A national journal would not be so immediately necessary because contributions from the national office would find outlet through the state school board journals and releases and through the voluntary co-operation of the AMERICAN SCHOOL BOARD JOURNAL and other existing national publications. The annual meeting would be an assembly of working delegates from state associations instead of a general convention. The N.S.B.A. would become an action, or lobbying, organization only in cases of complete agreement among its state memberships. In council and co-operation with other national agencies it would potentially represent all the school boards of the nation, since every local board on becoming a member of a state association would automatically become a member of the national association by reason of the state's affiliation.

The choice between these alternative plans for national organization will be a decision of

first importance in American school board circles. Thinking to date seems generally to favor the state-association rather than the local-membership plan, but the issue is by no means settled. It is urged that board members consider and discuss this matter in their local, regional, and state meetings between now and February in order that state delegates to the national meeting in Atlantic City, February 24-26, may be fully informed.

National Association Incorporates

In September the National School Boards Association incorporated under the "General Not for Profit Corporation Act" of the state of Illinois. The three incorporators, all living in Illinois, were the second vice-president, E. E. Clark of Naperville, the treasurer, Robert M. Cole of Springfield, and the executive secretary, Edward M. Tuttle of Chicago. Incorporation was for "perpetual" duration, and the legal procedures were contributed by Harold W. Norman, Esq. of Chicago, long prominent in the affairs of the Illinois Association of School Boards.

The eight members of the N.S.B.A. Board of Directors were listed as follows: President J. Paul Elliott of Los Angeles, First Vice-President Dr. Ray K. Daily of Houston, Second Vice-President E. E. Clark, Treasurer Robert M. Cole, Immediate Past President Dr. D. J. Rose of Goldsboro, N.C., Robert Gustafson of Grand Junction, Colo., Gano Lemoine of Cottonport, La., and Clifton B. Smith of Freeport, N. Y.

The purposes of the National Association, as set forth in its constitution, were quoted in the articles of incorporation. They should be familiar to all school board members, and are:

1. To work for the general advancement of education for the youth of the United States and its possessions
2. To study the educational program of the different states and disseminate this information
3. To work for the most efficient and effective organization of the public schools
4. To work for the adequate financial support of the public schools
5. To study educational legislation proposed in Congress to the end that the various state school board associations may be informed of such legislation

National Secretary Attends State Meetings

On September 29, Ed Tuttle, the executive secretary of the N.S.B.A. attended the first annual meeting of the recently reconstituted Michigan Association of School Boards at East Lansing. Real foundations are being laid in this state to develop one of the leading school board associations in the next few years.

In mid-October, Mr. Tuttle will make an extended trip which will carry him into several states. October 10-12, the Fourth National Conference of County and Rural Area Superintendents will be held in Memphis, Tenn.

THE GOAL OF EDUCATION

"We all are blind until we see
That in the human plan,
Nothing is worth the making
If it does not make the man."
— Edwin H. Markham

In our daily preoccupation with material things, we are prone to overlook the fundamental truth so simply expressed by the noted author of "The Man with the Hoe." Democracy, as we understand it in America, is founded on the principle that each individual human being is the most important thing in the world. Members of school boards, busy with plans of organization, finance, construction, maintenance, equipment, transportation, curriculum, and personnel, should keep ever in mind the only real reason for the existence of schools, namely, to promote human growth and development—in short, to "make the man." — E. M. T.

School board association presidents and secretaries from a half dozen states are expecting to attend this meeting. The Shelby County Board of Education has planned a dinner get-together for these officers on Monday, the tenth, which will afford an opportunity to become better acquainted and to compare notes on progress among the state associations.

Mr. Tuttle will move along to Oklahoma City on October 11 in time to attend the meeting of the board of directors of the Oklahoma State School Board Association, Inc., that evening, and to take part next day on the program of the Sixth Annual Meeting of this association which is making a statewide campaign for 100 per cent membership of local boards.

On October 13 and 14, Mr. Tuttle will be in Des Moines to attend and address the annual meeting of the Iowa Association of School Boards, which for many years has been a large and enthusiastic gathering. October 15 will be spent in Omaha conferring with Charles Hoff, the executive secretary of the Nebraska State School Boards Association. Then on Monday and Tuesday, October 17-18, the Associated School Boards of South Dakota will be meeting in Sioux Falls to adopt a new constitution and bylaws based on the enabling act passed at the last session of the South Dakota State Legislature. Mr. Tuttle has been invited to take a place on the program.

Nothing is of more importance in this first year of active service on the part of the N.S.B.A. than that, as rapidly as time and resources permit, the executive secretary become acquainted firsthand with the situations in the various states. Naturally, while he is out in the field, correspondence and news releases from national headquarters will be slowed down, but endeavor will be made to give attention to everything as promptly as possible.

Changes in State Personnel

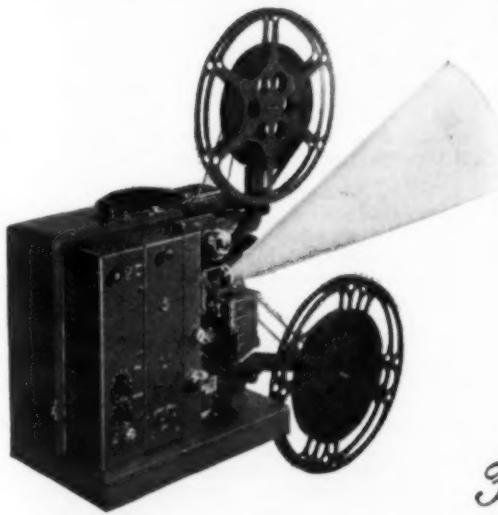
On September 1, Field Secretary Roy Fetherston of the Illinois Association of School

(Continued on page 58)

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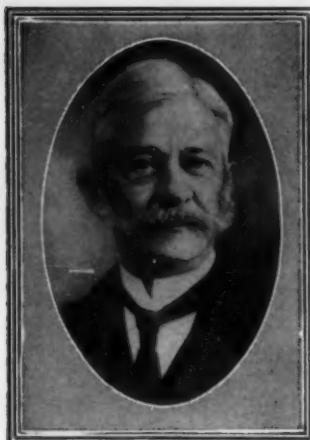
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NATIONAL SCHOOL BOARDS ASSOCIATION

(Continued from page 56)

Boards resigned to accept the position of superintendent of schools in East Grand Rapids, Mich. Mr. Featherston had served the Illinois Association for three years, acting as editor of its *Journal* and specializing in a study of school building problems. He was succeeded on September 15 by Harlan D. Beem of Charleston, Coles County superintendent since 1937 and former president of the Illinois Association of County Superintendents. Mr. Beem has had wide experience in connection with school district reorganization and educational legislation.

The Tennessee School Boards Association has announced the appointment of a full-time executive secretary in the person of W. A. Shannon succeeding Dr. John A. Thackston, emeritus professor of the University of Tennessee, who for many years had carried the secretaryship on a voluntary basis. This marks an expanding plan for greater service on the part of the Tennessee Association. Mr. Shannon will have his office with the State Department of Education in the Memorial Building, Nashville, Tenn.

The Oregon Impasse

The reasons behind the comparative inactivity of the Oregon State Association of School Boards are revealed as the failure of the legislature to pass an enabling act at the last session, and a subsequent ruling by the attorney general that local boards could not legally use public money for the payment of the dues and expenses of the state association.

Public Relations in Education

During the week of August 14-20, the executive secretary of the National School Boards Association acted as one of the consultants at a Work Conference held by the Association for Supervision and Curriculum Development (A.S.C.D.) at Indian Lake Camp, Crystal Falls, Mich.

Some 70 persons were present from 12 states, the District of Columbia, and three foreign countries—England, Guatemala, and Japan. In order of numbers, they represented supervisors, visiting teachers, and directors of elementary education; elementary teachers, urban and rural; elementary principals; high school teachers; superintendents of schools, city, town, and country; college professors; representatives of national associations; student teachers; P.T.A. and school board members; curriculum directors; State Education Department officials. The representative from England was Miss Margaret Adams, head mistress of the Craydon School for Girls, near London; the Guatemalan was Miss Elvia Escobar, a critic teacher from Guatemala City; and the Japanese was Ichiro Takeda from the National Ministry of Education.

Mid the informal and rather rugged atmosphere of camp life in the woods-and-lakes country of the northern peninsula, the group quickly became closely knit and spent six days of intensive study and discussion, interspersed with general programs and recreation. One of the high lights was an afternoon and evening devoted to reports by a visiting delegation of 15 men and women from Stephenson, Mich., who described the three years' accomplishments of their Community Co-ordinating

Council representing 52 agencies in that community of 550 square miles and 8000 population. The work is developed by seven problem-study committees on Community Services, Education, Farm and Land Use, Health, Home and Family Life, Recreation, and Religion, with smaller "action committees" to carry through the projects agreed upon by all.

As a result of the group discussions at the Work Conference on Child Development and the Curriculum, Democratic Human Relations, In-service Education of School Personnel, and Public Relations in Education, certain conclusions and recommendations were drawn up and distributed to all participants at the final session. The most significant of these statements, from the standpoint of school board members, was that offered by the group dealing with public relations. It is as follows, and might well form the basis for school board policy making:

I. Whose business is education?

1. Education is an all-embracing, continuous process of growth for everyone. Therefore, education is everybody's business.

2. "When people share, people care." Everybody should have the opportunity to share.

3. Progress in education comes best when (a) everyone is involved and consulted until he understands the problem, pro and con, is laid before everybody with sufficient time allowed so that the decision arrived at is the result of the best co-operative thinking.

4. In this process, the school may well be the stimulating, sustaining agency, but many organizations representing veterans, labor, business, agriculture, women's groups, and others have given and are in a position to give tremendous support to American education.

(Concluded on page 60)



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NATIONAL SCHOOL BOARDS

(Concluded from page 58)

II. What is the greatest immediate problem in education?

1. Births in the years 1946, 1947, and 1948 far exceeded any previous peak. Therefore, a greatly increased school population will begin entering our primary grades within three years.

2. Without vastly expanded provision for personnel, land, buildings, and equipment, children in many communities will find themselves without educational opportunities.

3. We recommend that each school district through its board of education, community council, or other interested agency, survey its local situation, determine its needs, and make a master plan for the children of the community in the years to come.

III. What should be included in a master plan for education in a community?

1. Concern that the method of selection, the quality of membership, and the effectiveness of the school board shall be such that the best interests of the whole community are served.

2. Provision for the balanced growth and development of children and youth as human beings and as citizens.

3. Higher qualifications for school personnel.

4. Policy making developed democratically.

5. Adequate, equitable salaries, openly arrived at.

6. Working and living conditions for school personnel conducive to happy, effective service.

7. Maximum help to keep personnel growing on the job.

8. Widest use and development of human and physical resources for educational purposes.

9. Maximum use of the school plant.

SCHOOL TROUBLES AT OGLESBY

The school government in Oglesby, Ill., was overthrown by mob action on the night of September 6 and a special election has been called for October 5 to fill five vacancies on the board. Four of the vacancies were resignations in protest against the mob action brought to bear against the school board, which had voted not to re-employ a second-year probationary teacher and thus put the teacher on tenure. The mob action was organized and directed by a group of AFL teachers and local labor leaders in the community. No attempt has been made to assess the educational wreckage but it is evident on all sides. Only time will tell whether the community will throw away the rule book of laws or whether law and order will again rule in the community.

WAUKEGAN HOLDS IN-SERVICE PROGRAM

Under the direction of Supt. H. R. McCall, the public schools of Dist. 61 of Waukegan, Ill., held a successful in-service program during the week of August 29 to September 6, attended by all the teachers of the school system.

The program which aroused considerable enthusiasm covered five days and took up local problems of organization and general improvement in teaching methods. Edward E. Keener, Chicago, discussed the subject, "What Makes a Good Teacher"; O. L. Detwiler talked on "Visual Aids"; Dr. Walter J. Reedy took for his subject, "Our Responsibility for Pupil Health"; and John P. Kottcamp, board president, discussed "My Challenge for the Year 1949."

KANSAS SETS UP NEW DIVISION OF SPECIAL EDUCATION

The Kansas legislature, at its 1949 session, took action creating in the state superintendent's office a new Division of Special Education to aid in the establishment of educational programs for exceptional children who cannot benefit from normal classroom instruction.

The head of this new division is Dr. John E. Jacobs, who will devote part time to the new department and the remainder to his work as director of the graduate division of the State Teachers College and head of the Department of Education. Dr. Jacobs will be assisted by Miss Vernita Rich as full-time assistant and secretary.

GEORGIA SCHOOLS IMPROVED

Georgia's common schools entered the school year 1949-50 with the best trained faculties in their history according to a press release of State Supt. J. I. Allman. School buildings have been improved and bus drivers are paid more during the current year. The grammar schools and high schools generally are in better condition this year than ever before. Few schools are needing teachers and the teacher shortage is not as severe as in the past.

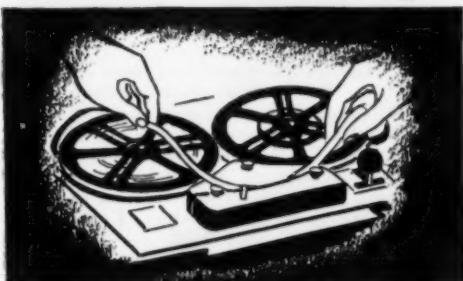
The state legislature has made available \$5,000,000 in equalization funds and many school systems plan to use this money to construct new buildings, enlarge present buildings, or retire loans. Some local systems are using the money to construct new buildings for Negro pupils. A special session of the legislature was called to appropriate \$3,600,000 to increase teachers' salaries 10 per cent, and \$5,000,000 in equalization money.



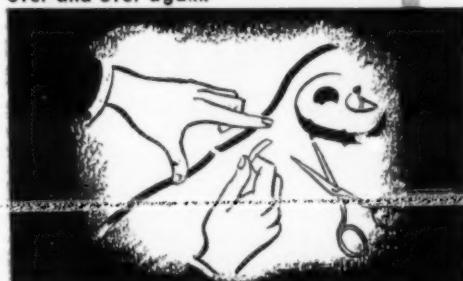
The new Board of Education, Wichita, Kansas, at its annual reorganization meeting.
Top row, left to right: Wilbur Anderson; John Boyer; Gordon Jones; Maynard Whitelaw; Dr. H. N. Sims; Mrs. Edra Weathers.

Lower row, left to right: Superintendent Wade C. Fowler; E. E. Baird, president; Harrie S. Mueller, vice-president; L. E. Wilbur, secretary-treasurer.

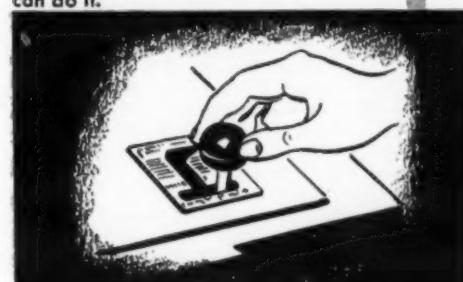
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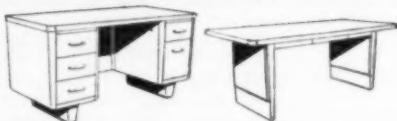


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COMING CONVENTIONS

Oct. 2-4. *Council of School Superintendents*, at Saranac Inn, N. Y. Headquarters, Saranac Inn. Chairman, E. L. Ackley, Johnstown. Attendance, 400-450.

Oct. 2-5. *California School Trustees Association*, at Santa Cruz. Headquarters, Hotel Del Ray. Secretary, Mrs. I. E. Porter, 5 Professional Bldg., Bakersfield. Exhibits, Mrs. Porter. Attendance, 450-500.

Oct. 2-5. *National Conference on High School Driver Education*, at Jackson's Mill, W. Va. Secretary, Robert W. Eaves, 1201 Sixteenth St., N.W., Washington 6, D. C. Attendance, 100.

Oct. 2-6. *Association of School Business Officials*, at Boston, Mass. Headquarters, Statler Hotel. Chairman, H. W. Anderson, 306 E. Luvell St., Kalamazoo, Mich. Exhibits, H. W. Anderson. Attendance, 400.

Oct. 5-7. *California Association of Public School Administrators*, at Santa Cruz. Secretary, Dr.

John A. Sexon, 209 Civic Center, San Diego 1, Calif. Exhibits, Mrs. M. Auberle, 365 S. Oak Knoll Ave., Pasadena, Calif. Attendance, 800.

Oct. 6-7. *Illinois Association of School Administrators*, at Peoria, Ill. Headquarters, Jefferson Hotel. Chairman, A. H. Lancaster, Dixon. Attendance, 300-500.

Oct. 10-12. *National Conference of County and Rural Superintendents, Department of Rural Education (NEA)*, at Memphis, Tenn. Headquarters, Peabody Hotel. Chairman, Howard A. Dawson, 1201 — 16th St., N.W., Washington 6, D. C. Attendance, 1000.

Oct. 12. *Oklahoma State School Boards Association*, at Oklahoma City. Headquarters, Skirvin Hotel. Secretary, H. E. Wrinkle, University of Oklahoma, Norman. Attendance, 750.

Oct. 13-17. *National Council on Schoolhouse Construction*, at Indianapolis, Ind. Chairman, Dr. Henry L. Smith, Indiana University, Bloomington, Ind. Attendance, 100.

Oct. 17. *Associated School Boards of South*

Dakota, at Sioux Falls. Headquarters, Coliseum. Chairman, Russell Creaser, Watertown. Attendance, 50-100.

Oct. 17-20. *National League to Promote School Attendance*, at New York, N. Y. Headquarters, Hotel New Yorker. Secretary, John A. Cummings, New York, N. Y.

Oct. 21. *Idaho Educational Association* (Dist. 1), at Coeur d'Alene. President, J. R. Morgan, Box 479, Kellogg. Exhibits, Supt. of Schools. Attendance, 600.

Oct. 21-22. *Wyoming School Trustees Association*, at Rawlins. Headquarters, High School. Chairman, Jack Costin, Casper. Exhibits. Attendance, 20 trustees.

Oct. 23-25. *New York State School Boards Association*, at Syracuse. Headquarters, Syracuse Hotel. Secretary, Everett R. Dyer, 9 South Third Ave., Mt. Vernon. Exhibits, Mr. Dyer. Attendance, 1800-2000.

Oct. 24-27. *Department of Adult Education of the National Education Association*, at Cleveland, Ohio. Headquarters, Allerton Hotel. Secretary, Leland P. Bradford, National Education Association, 1201 — 16th St., N.W., Washington 6, D. C. Attendance, 200.

Oct. 26. *Indiana Town and City Superintendents Association*, at Indianapolis. Headquarters, Lincoln Hotel. Chairman, H. H. Maurer, Supt., Bedford. Attendance, 150.

Oct. 29. *Kansas Association of Schools Boards*, at Topeka. Chairman, Dr. Karl B. Althaus, Kansas University, Lawrence. Attendance, 300.

Nov. 7-8. *Montana School Board Association*, at Billings. Headquarters, Northern Hotel. Secretary, J. L. Gleason, Sr., Box 669, Livingston. Attendance, 250.

Nov. 13-15. *Illinois Association of School Administrators*, at Peoria, Illinois. Headquarters, Jefferson Hotel. Secretary, Robert M. Cole, 306½ E. Monroe St., Springfield, Ill.

Nov. 13-15. *Illinois Association of School Boards*, at St. Louis. Headquarters, Jefferson Hotel. Secretary, Robert M. Cole, 306½ E. Monroe St., Springfield.

Nov. 25-26. *Central Association of Science and Mathematics Teachers*, at Chicago, Ill. Headquarters, Edgewater Beach Hotel. Chairman, Milton D. Oestreicher, 330 Webster St., Chicago. Exhibits, Dr. Charlotte L. Grant, Oak Park. Attendance, 500-600.

Nov. 27-Dec. 10. *National Council of Chief State School Officers*, at Biloxi, Miss. Headquarters, Hotel Buena Vista. Secretary, Dr. Edgar Fuller, 1201 — 16th St., N.W., Washington 6, D. C. Attendance, 100.

Nov. 28-30. *New York State Association of District Superintendents of Schools*, at Syracuse. Headquarters, Hotel Syracuse. Secretary, Robert E. Bell, Chappaqua. Chairman, George A. Barber, Batavia. Attendance, 175.

Nov. 30. *Indiana School Boards Association*, at Indianapolis. Headquarters, Claypool Hotel. Chairman, C. V. Haworth, Kokomo. Attendance, 150.

Nov. 30-Dec. 3. *Virginia School Trustees Association*, at Richmond. Headquarters, John Marshall Hotel. Chairman, Robert F. Williams, 901 N. 9th St., Richmond. Exhibits, T. Preston Turner, Richmond. Attendance, 3500.

► Carlsbad, N. Mex. The school board has effected a reorganization of the personnel committee, to comprise the superintendent, the business manager, the director of special activities, and the directors of community relations, instruction, and personnel. Principals, teachers, and supervisors will be consulted relative to the work of teachers under their supervision and will be invited to submit recommendations in matters pertaining to the election of teachers, and the reelection, transfer, promotion, and dismissal of teachers.

► Boulder, Colo. The parent-teacher association and the school authorities held a conference to work out plans for an immunization program in the city schools. All children will be immunized against diphtheria, whooping cough, tetanus, and smallpox.



Schools and School Districts

An Illinois district approximately seven miles square, the largest populated place which was centrally located, comprised a "community" for high school district purposes, notwithstanding that on occasion the transportation of pupils was difficult because of the flooding of the creek running through the district. Smith-Hurd statutes, c. 122, §§ 10-13. — *People ex rel. Sandbach v. Weber*, 86 Northeastern reporter 2d 202, 403 Ill. 331.

School District Government

Formality and a high degree of accuracy on the part of school trustees and officials is not exacted by the courts. — *Sloan v. Hawkins*, 86 Northeastern reporter 2d 117, Ill. App.

A Kentucky county board of education did not have power to remove a member who had been duly elected and had qualified by taking the oath of office, because the member lacked educational qualifications for membership. KRS 160-180. — *Board of Education of Martin v. Cassell*, 220 Southwestern reporter 2d 552, Ky.

The conduct of a county school board member in selling supplies to a school board in connection with the federal school lunch program, although not involving corruption or moral wrongdoing, was unlawful because forbidden by the statute, and by so doing the board member forfeited his right to office. W. Va. Code 6-6-7, 61-10-15; School Lunch Act §§ 1-11, 42 USCA — *Hunt v. Allen*, 53 Southeastern reporter 2d 509, W. Va.

A West Virginia county school board who, as such, voted for the payment of the purchase price of goods known to have been sold to the board by another member thereof in violation of the statute were guilty of official misconduct and subject to removal from office. W. Va. Code 6-6-7, 61-10-15. — *Hunt v. Allen*, 53 Southeastern reporter 2d 509, W. Va.

A board of education is a part of the executive department, but in the operation of the public school system, the board exercises not only purely administrative functions, but others of a legislative character, and still others of a quasi judicial character. — *State ex rel. Steele v. Board of Education of Fairfield*, 40 Southern reporter 2d 689, Ala.

The "legislative functions" of a board of education in the operation of a public school system include the making of rules and regulations and the determination of policies governing the hiring and assigning of teachers and the use of school property. — *State ex rel. Steele v. Board of Education of Fairfield*, 40 Southern reporter 2d 689, Ala.

A rule adopted by a board of education requiring all classroom teachers to take a mental ability test was reasonable, and the refusal to comply therewith would justify the cancellation of the contract of employment of a tenure teacher for insubordination. Ala. Code of 1940, Tit. 52, §§ 167, 356. — *State ex rel. Steele v. Board of Education of Fairfield*, 40 Southern reporter 2d 689, Ala.

A member of a West Virginia board of education who becomes pecuniarily interested in a contract with the board over which as a member he may have any voice, influence, or control, should be removed from office as member of such board. W. Va. code, 6-6-7, 61-10-15. — *Alexander v. Ritchie*, 53 Southeastern reporter 2d 735, W. Va.

Members of a West Virginia county board of education who, as such, voted for payment for goods and services furnished to the board by a corporation in which they should have known a fellow member owned a large part of the stock, were guilty of official misconduct and subject to removal from office under the West Virginia statute. W. Va. code, 6-6-7, 61-10-15. — *Alexander*



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School District Property

Though discretion vested in a board of public instruction of a Florida county, in respect to the letting of contracts for the construction of public school buildings may not be exercised arbitrarily, no mandatory obligation is imposed on the board to consider the lowest dollars and cents bid as being the "lowest responsible bid," to the exclusion of all other pertinent factors. FSA, § 235.31. — *Culpepper v. Moore*, 40 Southern reporter 2d 366, Fla.

Where the lowest bidder for the construction of a public school building was already engaged in constructing another school building which was about the largest building he had ever built, the second lowest bidder had agreed to construct the building in 120 days' less time, and the architect for the county board of public instruction had informed the board that an error made by the lowest bidder in an earlier bid indicated irresponsibility, the board did not abuse its discre-

v. *Ritchie*, 53 Southeastern reporter 2d 735, W. Va.

The fact that a corporation in which a member of a West Virginia county board of education owned a substantial part of the stock derived no profit from a contract with the board to grade an athletic field, constituted no defense to a proceeding to remove from office other members of the board for authorizing the payment to the corporation under such contract. W. Va. code, 6-6-7, 61-10-15. — *Alexander v. Ritchie*, 53 Southeastern reporter 2d 735, W. Va.

School District Taxation

Where a resolution of a school district in Pennsylvania imposed a tax of ten cents per ton of 2000 pounds on coal mined in the district, the tax could not be sustained on the ground that it was a tax on the privilege, transaction, or occupation of mining coal, instead of a tax on coal. 53 Pa. P.S. § 2015.1. — *Jamison Coal & Coke Co. v. School Dist. of Unity Tp.*, 66 Atlantic reporter 2d 759, Pa.

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tion in determining that the "second lowest bidder was the lowest responsible bidder," to whom the contract should be awarded. FSA, 235.31.—*Culpepper v. Moore*, 40 Southern reporter 2d 366, Fla.

A school district and board of education were not liable for injuries sustained when a large (200 pound) box apparently toppled over onto a six-year-old boy on the playground of a public school on Sunday afternoon, when the playground was closed and the gates locked, in the absence of evidence as to how the accident occurred or that it was due to any instability of or defect in the box itself. Calif. general laws, act 5619, § 2.—*Novack v. Los Angeles School Dist. of Los Angeles County*, 206 Pacific Reporter 2d 403, Calif. App.

Pupils

A school district in Kansas could maintain two school buildings in the district and could divide the territory between the two schools and designate pupils from the territory who might attend one school and pupils from another district to attend the other school, but such allocation was required to be made on a reasonable basis, without any regard as to color or race of the pupils within any particular territory, and standards and facilities of each school were required to be comparable.—*Webb v. School Dist. No. 990, Johnson County*, 206 Pacific reporter 2d 1066, Kans.

Teachers

A teacher is entitled to a hearing only where a school board seeks to dismiss the teacher for immorality, incompetency, intemperance, cruelty, persistent negligence, mental derangement, or persistent and willful violation of the school laws of the commonwealth, and not where the teacher's contract is terminated in accordance with the provision for retirement on age. 24 P.S. §§ 11—1122, 1126.—*Cary v. School Dist. of Lower Merion*, 66 Atlantic reporter 2d 762, Pa.

Any right of a school teacher to a hearing was waived where no written request was made therefore within ten days after receiving a notice of retirement. 24 P.S. § 11—1122.—*Cary v. School Dist. of Lower Merion*, 66 Atlantic reporter 2d 762, Pa.

A vote by the city of Hartford board of education of a \$450 cost-of-living adjustment to teachers, subject to the receipt of necessary additional funds was not a contract, but was at best a conditional offer not ripening into a contract in view of the failure to secure funds. 23 Conn. Sp. Laws, p. 1262, §§ 189, 190; 24 Sp. Laws, p. 683; 25 Sp. Laws, p. 51, §§ 5-10; p. 54, § 16; p. 81, § 1.—*Bialeck v. City of Hartford*, 66 Atlantic reporter 2d 610, 135 Conn. 551.

A letter written to the county superintendent by a teacher in continuing service status that the teacher could not accept a teaching post in which she had been placed because of its distance from the teacher's residence, but that the teacher would appreciate a more convenient transfer, was not a "resignation" terminating her rights under the teachers' tenure law. Ala. Code of 1940, Tit. 52, § 359.—*Faircloth v. Folmar*, 40 Southern reporter 2d 689, Ala.

Although a board of education in the exercise of its powers of cancellation of the contracts of tenure teachers acts as a quasi judicial body, the board does not lose its identity as an administrative body, and become a court to the extent that the regularity of its action is to be tested by strict legal rules prevailing in court proceedings.—*State ex rel. Steele v. Board of Education of Fairfield*, 40 Southern reporter 2d 689, Ala.

Under a new law passed by the Minnesota state legislature, certain school districts organized under special charters are eligible to become independent districts. Under this law, the Albert Lea special school district, organized under a charter granted in 1881, will become an independent school district. While the law permits an independent district to annex adjacent territory, it does not provide for changes in fiscal organization or in the size of a school.



CEDAR RAPIDS HOLDS WORKSHOP

Members of the teaching staff of the schools of Cedar Rapids, Iowa, participated in an institute-workshop, held during the week of August 22 to 26 under the direction of Supt. Clyde Parker. An important feature of the workshop was a review of an open forum on the instructional and special services offered in the schools.

Elementary and secondary school plans, as carried out through staff and committee work in 1948, were reviewed during the week. Outside and local specialists were present to take part in the panel discussion on mental health.

During the spring of 1949, a group of staff members took part in formulating 15 special-interest workshop groups. The board provided financial assistance needed to obtain special resource personnel for each section.

Activities of the week included special meetings of the staff and principals, as well as opportunity for classroom teachers to work in classroom or laboratory. An all-staff picnic was held in a local park when new staff members were introduced.

NEW POLICY FOR ADMINISTRATION OF ABSENCES DUE TO ILLNESS

The school board of Kalamazoo, Mich., has adopted a new policy for the administration of absences due to personal illness of its employees.

For the first year, for each full-time employee, sick leave to the amount of one day a month will be the rule. After the first year of employment, unused sick leave will be credited to each employee and the full allowance for the year will be credited at the beginning of the year. Unused sick leave will be cumulative to 100 days, 60 of which will be at full pay, and the remainder at half pay.

Teachers and clerks under contract as of July 1, 1949, will be credited with sick leave back to July, 1943, at the rate of one day per month for the time employed since that date.

Library employees, except custodians, will be credited with unused sick leave back to July, 1944, at the rate of one day per month for the time employed since that date.

All other employees will be credited with sick leave at the rate of one day per month since the date of employment, except that the total credit must not exceed 36 days.

A total of three days will be allowed for each death in the immediate family. One day will be allowed for each death of relatives outside the immediate family. A total of five days each year will be allowed for absences due to illness of members of the immediate family.

In case of an injury to an employee while working for the board, or in case of an occupational disease, the employee will receive the difference between the compensation allowed and his full pay, but not to exceed the amount of salary in the sick-leave credit.

Absence to attend conventions and educational meetings will be permitted without salary deduction, provided the absence is approved by the administration prior to the meeting. Absence of employees due to personal or business reasons are subjected to full deduction in salary.

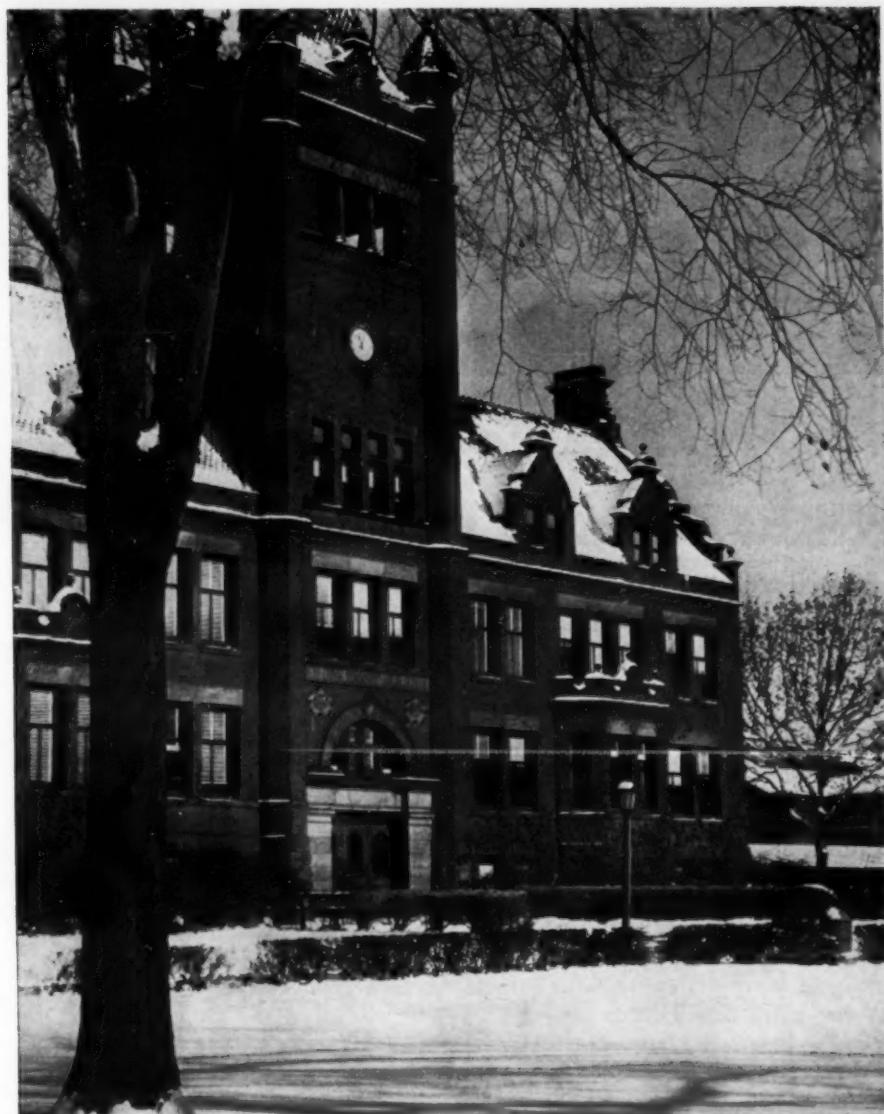
TEACHER SHORTAGE RELIEVED

Worcester, Mass., Superintendent Thomas F. Power says the educational crisis of recent years caused by a shortage of elementary teachers has apparently passed. "For the first time since the war, we have opened schools with a long list of emergency substitute teachers for grades one through six," he said.

He attributes the easing of the teacher shortage partly to economic conditions.



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**New Trier Township High School, Winnetka, Ill.,
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It's a safe recommendation, Mr. Biesemeier . . . because that service record is typical. Edwards systems operate *without* a master clock . . . eliminating all need for otherwise frequent servicing and adjusting at this point in the system. Send for illustrated bulletin on clock and program systems.

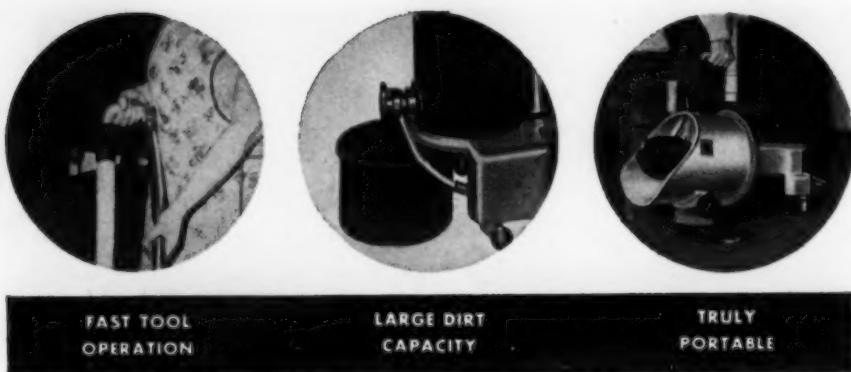
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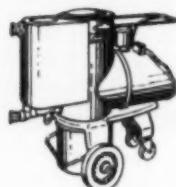
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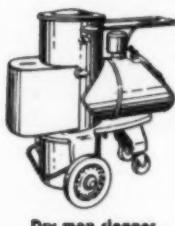
Any woman can lift the $\frac{1}{2}$ HP Multi-Vac Jr. A porter can carry the $\frac{3}{4}$ HP Multi-Vac Sr. upstairs or down and the 1 HP Commercial rolls on ball bearings quickly and easily. Reverse connections for spraying or blowing. Attachments for special duties shown below. Spencers are built and rated for continuous service, by pioneers of heavy duty commercial and industrial vacuum cleaning.

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PERSONAL NEWS OF SCHOOL OFFICIALS

► The school board of Leavenworth, Kans., has reorganized with WALTER SCHRIMPF as president, and HUGH C. BRYAN as vice-president.

► GORDON ANGWIN has been elected president of the board at Pittsburg, Kans. ROY HARDIN was named vice-president.

► HENRY A. SHENK has been elected president of the board at Lawrence, Kans.

► GEORGE C. TINKER, assistant superintendent in charge of business for the school board of Kansas City, Mo., died after a service of 44 years in the school system.

► The school board at Carlsbad, N. Mex., has reorganized with RAY SOLADY as president, and HARDIN A. MCADOO as vice-president.

► T. W. HIGGINSON has been elected president of the board at Coffeyville, Kans.

► The school board at Breckenridge, Minn., has reorganized with T. L. SPOONHEIM as president, and JOE VERTIN, JR., as vice-president.

► WELDON HANNA has been elected president of the board at Emporia, Kans. Two new members of the board are MARION T. COOLIDGE and MACK ROBINSON.

► CLARENCE HEATON has begun his seventh term as president of the board at Great Bend, Kans.

► OSCAR S. GLOVER, of Eden Prairie, Minn., has been elected clerk of the school board at Winona, to succeed Miss Adele H. Kressin.

► The school board of Salina, Kans., has reorganized with WAYNE DAILEY as president, and WILLIAM F. GROSSER, JR., as vice-president.

GROVER SIMPSON and ENOCH HARRIS are the new members.

► DR. SHIRLEY COOPER has assumed his new duties as assistant executive secretary of the American Association of School Administrators. He comes to his new position from the University of Wisconsin where, as assistant professor of education, he participated in planning the school district reorganization of that state. Before going to Wisconsin, he served for two years as assistant director of the N.E.A. Department of Rural Education.

► HENRY TOY, JR., formerly an executive of the du Pont Company, has been appointed executive director of the National Commission on Public Education. He will give full time to the affairs of the Commission, which maintains offices at 2 West 45th St., New York City. As director of the Council for Delaware Education, Mr. Toy was largely responsible for the success of the Council for Delaware Education in helping citizens to improve the public schools of the state.

► The school board of Fairmount, Ind., has reorganized with ROY M. JOHN as president; JOE W. PAINE as treasurer; and VICTOR A. SELBY as secretary.

► The Munising Township school board of Munising, Mich., has reorganized with CLYDE LA ROCK as president; MRS. LUSSETTA TATE as secretary; BENJAMIN ZASTROW as treasurer; and THEODORE TUNTERI and KEITH CLEMENT as trustees.

► LLOYD P. WOLLEN has been elected principal and district superintendent for the Bishop Union High School at Bishop, Calif.

► HARRISON H. VAN COTT is the new director of the Division of Secondary Education in the New York State Education Department. Mr. Van Cott, who succeeds Warren W. Knox, had been chief of the Bureau of Instructional Supervision in the Division of Secondary Education.

► WALLACE W. WOOD has been elected director of elementary education for the public schools of Davenport, Iowa. He was formerly principal of the Monroe Elementary School.

► The school board of Port Huron, Mich., has reorganized with the election of GERALD COLLINS as president; HAROLD BAUMAN as vice-president; and RUSSELL M. NORRIS as secretary. The new members of the board are JOHN MARSHALL and WALKER CASEY.

► DR. CARL E. WHIPPLE, formerly assistant superintendent of schools of the Warren Borough Schools, Warren, Pa., has been elected superintendent of schools, to succeed John G. Rossman. Mr. Rossman retired on August 31, after a service of 15 years. He will continue as business manager of the Warren schools for a brief period.

► BEN H. WATT, of Noblesville, Ind., has assumed the duties of superintendent at Danville.

HAROLD MAURER GOES TO KENOSHA, WIS.

Harold Maurer, formerly of Garfield Heights, Ohio, has entered upon his duties as superintendent of schools at Kenosha, Wis., for the school year 1949-50.

Dr. Maurer, who was graduated from Wooster College, Wooster, Ohio, received his M.A. degree from Ohio State University, pursued a professional course at Ohio State University, and received his doctor's degree from Columbia University, New York.

He was an instructor in the Plymouth, Ohio, high school, was elected principal of the high school at Willard in 1925, and later was made principal of the Franklin Junior High School at Uniontown, Pa. He had been superintendent at Garfield Heights, Ohio, since 1932.



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Because of their beautiful wood faces, Weldwood Fire Doors harmonize perfectly with any decorative scheme.

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At last... a real fire door that is *not* heavy or unwieldy. A standard 3 x 7 door weighs approximately 80 lbs.

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The mineral composition core used in Weldwood Fire Doors is permanently resistant to fungus, decay, and termites.

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SCHOOL FINANCE AND TAXATION

STATE TAX COLLECTIONS

State tax revenues in the 1949 fiscal year amount to 8,342 million dollars, according to a statement of the U. S. Bureau of the Census. This is a rise of 7.1 per cent over 1948. State taxes, exclusive of unemployment compensation, have yielded the record of 7,369 million dollars, or 9.5 per cent more than 1948. The collections continue the upward trend which began in 1933. Taxes on sales and other gross receipts accounted for 4,362 million dollars.

SCHOOL FINANCE NEWS

► Hutchinson, Kans. The school board has adopted a budget of \$1,286,016 for the school year 1949 and a school tax levy of 18.285 mills for the year. The largest item is \$967,935 for the general fund. The second largest is \$90,828 for the building fund.

► Shreveport, La. The Caddo parish school board has adopted a budget of \$4,941,462 for the school year 1949-50. The largest item is \$3,505,000 for instructional expenses. The increase is due to the employment of sixty new teachers.

► Cuero, Tex. The school board has adopted a tax levy of \$1.50 per each \$100 of valuation, which will yield about \$53,000.

► Governor Talmadge, of Georgia, has juggled finances to provide 300 more teachers next year

instead of a threatened drastic cut. Previously the budget bureau had ordered all state departments to set aside 5 per cent in funds for teachers and school operation. Passage by the legislature of the new \$20,000,000 tax program, with \$8,500,000 allocated to the schools, led officials to discontinue the proposed five per cent reserve. Mr. Talmadge has already allocated \$5,050,000, about one fourth of the \$21,000,000 expected to be received from revenue measures passed in the legislature. State Supt. M. D. Collins declares that all of the \$8,500,000 increase will be spent for school operations. The \$3,600,000 anticipated for teachers' salaries will provide 10 per cent salary increases effective September 1.

► The Council of State Chambers of Commerce in Washington has declared that the "nasty business" of a religious controversy will be a constant threat if Congress votes any kind of federal school aid. The Council cited the "bitter argument over the age-old question of separation of church and state" as having caused many Congressmen to reconsider whether school aid legislation should be passed.

The Council said in its statement that the religious argument is one of five recent occurrences which confirm the reasons why the legislation should not pass. The other four reasons are: (1) return to federal deficit financing; (2) general improvement in state and local financing of schools; (3) part improvement of field of poorer states who ask aid for their schools; (4) fear of educators that the aid will lead to federal control of local and state school administration.

► The Georgia State Department of Education has indicated that \$1,000,000 will be allocated to the county school boards of the state to avert a long-predicted breakdown in the state's educational system. The \$1,000,000, which will go to school boards in 159 counties, is the first installment on a \$5,000,000 increase in the school equalization fund voted by the legislature recently. It is in addition to \$3,600,000 for a 10 per cent across the board pay increase for teachers now in effect. Georgia counties will get varying amounts from the \$1,000,000. Laurens, a large rural county, will get the largest share with \$13,320.

► Shreveport, La. The Bossier parish school board has adopted a budget of \$1,358,066 for 1949-50, which is an increase of \$219,676 over 1948.

► Sioux Falls, S. Dak. The school board has adopted a budget of \$1,560,625 for the school year 1949-50. The largest amount is \$931,178 for instructional service.

► The school board of El Paso, Tex., has adopted a budget of \$4,094,073 for the school year 1949-50. The largest item is \$2,530,171 for teachers' salaries.

► Cicero, Ill. The grade school board has adopted a budget of \$1,478,650 for the school year 1949-50. Of the total, \$1,304,115 will be obtained by taxation.

► Wichita, Kans. The school board has adopted a budget of \$8,201,154 for the school year 1949-50. The new budget provides increases in school maintenance funds and salary increases for members of the school staff.

► The North Carolina State Department of Education has issued a report dealing with the interest paid during the past 20 years for money borrowed for capital outlay purposes. The report shows that the amount, \$1,672,301.20, paid out as interest on outstanding debt during 1946-47 was the lowest annual payment of the entire period. The largest amount paid out for debt interest was in 1929-30 when the total interest amounted to \$3,595,268.70. Rutherford County paid out the largest amount in interest, \$45,933.61, and Buncombe County paid out a similar amount, \$45,910.21. Among city units, Winston-Salem paid the largest amount in interest, \$114,071.12. The greatest portion of interest paid by city units was to holders of district bonds, \$545,382.

► Springfield, Mo. The school board has sold a bond issue of \$1,039,312 to the Mercantile Bank of St. Louis. The bonds bear 1 1/4 per cent interest and will mature in 15 years.

(Concluded on page 72)

Previously departmental funds for schools by the program, led to a five per cent allocation of \$1,000,000 for measures. Collins said. The increase will provide \$3,600,000 for schools. This will be the kind of "bitter" preparation and many school aid

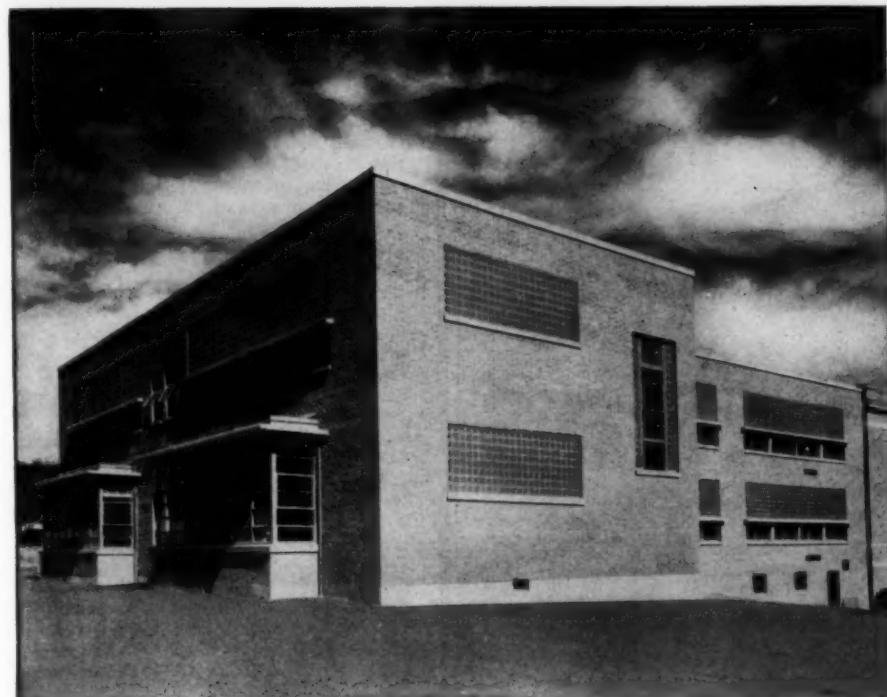
that the state will occur. The legislative reasons being; (2) financing the field of schools; (4) no federal participation. Education allocated funds to avert the state's education will go first into the school system. Revenues for a 10 per cent teacher's pay will get Laurens, West share

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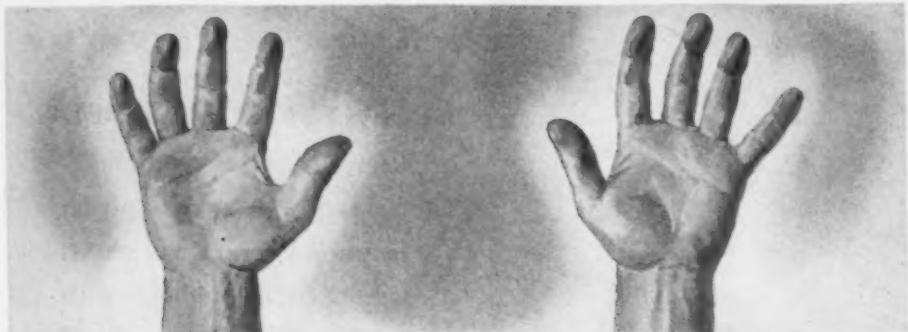
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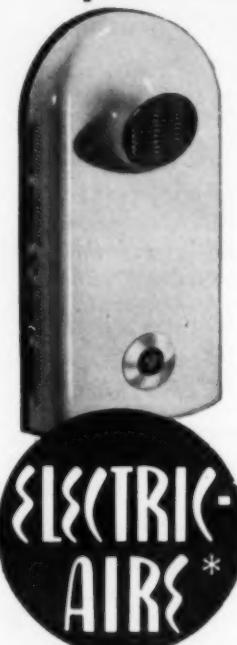
(Photos courtesy of Pittsburgh Corning Corporation)





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SCHOOL FINANCE NEWS

(Concluded from page 70)

► The school board of Lewistown, Idaho, has adopted a budget of \$1,560,275 for the school year 1949-50, which is an increase of \$119,558 over 1948.

► Galveston, Tex. The 1949-50 budget of the school board calls for \$1,560,275, or an increase of \$119,568 over 1948. Of the total amount, \$1,200,000 is for instructional service, or an increase of \$50,000 over last year.

► Calumet City, Ill. The Thornton Fractional Township High School Board of Dist. 215 has reduced its 1949-50 school tax levy by \$19,000 from last year's total. The reduction which was accomplished by cutting the building fund levy by \$16,000 and the educational levy by \$3,000, was effected by economical management. Actual

expenditures for the 1948-49 fiscal year were \$10,000 less than the amount appropriated, which should reduce the 1950 tax rate of 7 cents for the Chicago suburban towns of Calumet City, Burnham, and Lansing comprising the township district.

► The school board at Goose Creek, Tex., has adopted a budget of \$2,018,925 for the year 1949-50, which includes \$1,773,861 for the public schools, and \$245,064 for the junior college.

► Houston, Tex. The board of education has adopted a budget of \$17,118,438 for the school year 1949-50, which is an increase over the 1948 budget of \$2,475,035.

► Tyler, Tex. A budget of \$1,065,725 has been adopted for the schools for the 1950 school year. The new budget is an increase of \$143,263 over the amount for 1948.

► Decatur, Ill. The school board has adopted a budget of \$2,894,949 for the school year 1949-

50, which includes a contingency fund of \$72,000. The sum of \$2,378,214 has been allocated to the educational fund, which includes salaries for the school personnel. The building fund was allowed \$516,735.

► Cincinnati, Ohio. The school board has adopted a budget of \$13,479,602 for the school year 1949-50.

► Burlington, Iowa. The school board has adopted a budget of \$979,106 for the school year 1949-50, which is an increase of \$54,564 over 1948. The amount to be raised by taxation is \$616,796.

► Fort Worth, Tex. The school board has approved a budget of \$6,945,260 for the school year 1949-50, which is an increase of \$811,826 over 1948.

► Lumenburg, Mass., has voted to borrow \$376,000 for the construction and equipment of a 16-room elementary school building. The town has \$124,000 available which added to the amount borrowed and a 46.7 per cent share to be contributed by the state, will meet the total cost.

► Shreveport, La. The Caddo parish school board has adopted a budget totaling \$4,941,462 for the school year 1949-50. The largest item is \$3,505,000 for teachers' salaries, an increase of \$342,241 over 1948.

► New Orleans, La. A budget of \$10,500,000 has been adopted for the school year 1950. The new budget includes three proposals for raising teachers' salaries.

► Alamo Heights, Tex. The school board has adopted a budget of \$2,002,129 for the school year 1949-50. The bulk of the budget will be used for capital outlay for buildings and equipment.

► Crowley, La. The school board has adopted a budget of \$1,399,603 for the operation of the schools in Acadia parish.

► Port Arthur, Tex. A budget of \$2,342,526 has been adopted by the school board for 1949-50. The principal item of expense is \$1,523,400 for instructional service.

► The State Education Department at Austin, Tex., has voted to allow \$129 per student for education in the Texas schools for the 1949-50 school year. This is an increase of \$35 per child over the amount spent in 1948-49. The figures are based on average daily attendance during the past school year. The state's cost for the next school year is \$38,000,000 more than it expended for 1948. The total cost of the Gilmer-Aiken school program is \$181,593,637 for the first year, including state and local funds. Local taxes will provide almost \$45,000,000 of that amount.

WORCESTER SCHOOL FINANCES

Worcester, Mass., school committee was notified of the "critical situation" in school department finances, because of a budget cut of \$391,124 by Mayor Charles F. J. Sullivan at a meeting coincident with the reopening of the schools, by Wat Tyler Cluverius, chairman.

Chairman Cluverius told the committee the department faces the possibility of running out of supplies, closing cafeterias in November, and eliminating transportation of pupils. He said "thousands of dollars of orders" from principals and directors of supplies remain unfilled. No more supplies can be purchased until more money is available. He said the budget cut made it "impractical" to proceed with plans for a third assistant superintendent in charge of buildings, to prepare for the Plan E form of government, effective next year, when school buildings will be transferred from control of the municipality to the school committee.

Mayor Sullivan sent for the committee and said he would appropriate funds to meet all "urgent needs," in supplies, transportation, cafeteria supplies and other fields. But he said he was still opposed to additional personnel, including a third assistant superintendent in charge of buildings.

It was disclosed that the state attorney general's office will go to court in an attempt to force the mayor to restore the budget cuts.

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SCHOOL BOND SALES

During the month of July, 1949, school bonds were sold in the amount of \$57,531,004. The largest sales were made in California, \$19,532,-804; Texas, \$10,341,000; Louisiana, \$3,805,000.

SCHOOL BONDS

► The school board of New Canaan, Conn., has sold \$870,000 worth of school bonds to the Harris Trust & Savings Bank of Chicago, at 100.1399, for a 1½ per cent coupon. The bonds will mature March 1, 1951-65.

► The school trustees of Union Free School Dist. No. 1, Oyster Bay, N. Y., have sold \$800,000 worth of school bonds at 100.59 for 2s, maturing March 1, 1951-79.

► DeRidder, La. The board of Beauregard parish has sold \$365,000 in school bonds, at a net interest rate of 3.19 per cent for a combination of 3s, 3½s, and 3¾s.

► Twin Falls, Idaho. The school board has sold \$1,400,000 in school bonds, at a net interest rate of 1.58 per cent for a combination of 1½s and 1¾s.

► Rockingham County, N. C., has sold \$1,025,000 in school building bonds, maturing June, 1951-79. A net interest cost of 2.19 per cent was named for a combination of 6s, 2s, 2½s, and 1s.

► The Greenville, N. C., school district has sold \$250,000 in school building bonds, at a net interest rate of 2.524 per cent for a combination of 6s, 2½s, and 2¾s.

► The Laramie County, Wyo., School Dist. No. 1 has sold \$550,000 in bonds, maturing July, 1953-60. The winning tender was 100.20 for a combination of 1½s and 1¾s.

► Cheyenne, Mountain, Colo. The school board has sold a bond issue of \$330,000, at a net interest rate of 2.12 per cent, and a premium of \$947.85. The proceeds of the bonds will be used for a new building and for additions and improvements.

► The Union Free School District of Irondequoit, N. Y., has sold \$285,000 in bonds, at 1.75 per cent coupon.

► The Jefferson Township, N. J., school district has sold \$335,000 in schools bonds, maturing August 1, 1951-79, to a group of state banks. The winning bid was 100.277 for a 2.60 per cent coupon.

► Massac County, Ill., School Dist. 35, has sold \$275,000 in bonds, maturing September 1, 1950-69. The winning tender was 100.630 for 2¾s.

► East Chicago, Ind. The school board has sold \$1,400,000 in school-city bonds, with a 2 per cent coupon.

► The board of education at Belmar, N. J., has sold \$200,000 school bonds at a price of 100.33 for 2½ per cent coupons, maturing 1950-69.

The Union School Free District, No. 9, Mt. Pleasant, N. Y., has sold \$114,000 bonds at 100.338. The bonds which will mature from 1951 to 1962 bear a coupon of 1.70 per cent.

► Casper, Wyo. The school board has sold a \$2,000,000 issue of school improvement bonds, at an average interest rate of 1.4863 per cent over a 10-year period. The proceeds of the issue will be used for improvements and construction of new school projects.

► Madison, Ariz. The voters of the Madison School Dist. No. 38 have been asked to approve a bond issue of \$329,000 for a new school building and for the construction of additional school facilities.

► Gatesville, Tex. The local National Bank has purchased the \$485,000 bond issue, at an average interest rate of 2.94 per cent. The proceeds of the bonds will be used to erect a new elementary school.

► Rayville, La. The voters of School Dist. No. 3 of Richland parish have approved a bond issue of \$625,000 for new school facilities. The program calls for a new high school at Holly Ridge, a grammar school at Rayville, and numerous repairs and improvements to schools.

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reaching the age of six during the calendar year were allowed to enter in September.

► The opening-day enrollment in the Lincoln, Neb., schools was 11,627 which was up 345 over the first day in 1948. Practically all of the increase was in the elementary schools. The enrollment in six Catholic schools was 1059, an increase of 75 over last year.

► New York, N. Y. The opening-day enrollment of the schools reached 886,500 children. Eight new buildings, with a capacity of 8900 were ready for use. The estimated increase of pupils is 22,000 over last fall.

► Chicago, Ill. Enrollment in the public schools reached 334,000 on the opening day of the 1949 school year, an increase of 3300 over the opening day a year ago. Supt. Herold C. Hunt said there were 250,344 in grade schools, compared with 245,358 a year ago. In the high schools there were 84,512, compared with 86,212 a year ago.

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of school building needs. The allotments to the states would be on the basis of 40 per cent to the states best able to make outlays for education and would range up to 60 per cent for the states with the lowest per capita income tax payments. The bill provides that for the fiscal year beginning July 1, 1949, 70 per cent of the first \$100,000,000 to be appropriated would be made available.

STATE CONSTRUCTION ESTIMATES

The United States Department of Commerce has estimated that public construction during the first quarter of 1949 amounted to 874 million dollars and during the second quarter 1355 million dollars. It is expected that during the balance of the year public construction activities will continue at a high level.

The composite index of the Department of Commerce for construction costs during the

month of July was 207.8, a drop of 0.5 as against June, 1948. The index of wholesale prices of construction materials as of June, 1949, was 211.5, a drop of 3.0 from June, 1948.

SCHOOL BUILDING CONSTRUCTION

During the month of August, 1949, contracts were let for 573 school buildings in 37 states east of the Rocky Mountains. Dodge reported that the floor area of these buildings will be 6,838,000 square feet and the contract cost \$72,867,000.

During the month of August, 1949, contracts were let for 13 school buildings in 11 states west of the Rocky Mountains, at a total cost of \$5,765,700. Thirteen additional projects in early stages were reported, to cost an estimated \$6,658,000.

SCHOOL CONSTRUCTION COSTS

The national average of construction costs reported by the American Appraisal Company for 22 typical states was 488 as of the end of July, 1949. The all-time high was October, 1948, when the index stood at 504.

SCHOOL BUILDING NEWS

► Paola, Kans. The school board has completed plans for a new addition to the high school, to cost about \$265,000.

► New York, N. Y. To meet the needs of rising enrollment in the city's public schools, the board of education has opened nine new elementary schools, at a total cost of \$17,345,000. In addition, 20 school buildings are now under construction, at an estimated cost of \$31,803,191, and contracts have been let for another 10 schools, to cost \$20,515,000. The schools opened in September with an initial registration of 886,503 pupils, or 22,017 more than last year. The greatest increase was in the elementary grades, with smaller rises in the kindergartens and academic high schools.

► Reno, Nev. The school board has let the contract for a new senior high school, to cost \$2,643,363. The school will be completed for use in September, 1951.

► El Paso, Tex. The school board has approved plans for the construction of a 30-room school, to cost approximately \$500,000.

► Jet, Okla. The school board has approved plans calling for a grade school and auditorium-gymnasium wing.

► Shrewsbury, Mass., has given the contract for an eight-room elementary school and cafeteria to the J. W. Bishop Co., of Worcester, Mass., with a bid of \$387,650.

► A new law passed by the legislature of Delaware sets up an appropriation of \$19,302,543 for a school construction program, of which the state contributes \$13,711,273 and the local districts provide \$5,591,270. Fifty-two school districts are included in the law in total amounts ranging from \$15,000 to \$4,500,000. The law provides for a school building program board, to be made up of the governor, the secretary of state, and the president of the state board of education. This board will consider the plans, costs, and specifications of any school construction proposed and will determine the necessity for any school construction in the several districts. The individual board must certify to the state treasurer the construction need. The state's share of the fund will be made available after the local share has been deposited with the state treasurer on or before June 30, 1951.

► Cincinnati, Ohio. The school board has approved the preliminary plans for the Covedale Elementary School, to cost \$617,544, or 83 cents per cubic foot. A new senior high school, to be erected on Lincoln Park Drive, will accommodate an enrollment of 1000 students.

► Alliance, Neb. The school board has begun plans for the new junior high school, to cost \$560,000.

► Bonner Springs, Kans. The voters have approved a bond issue of \$370,000 for school building improvements in the Rural High School Dist. No. 4.

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SCHOOL BOARD JOURNAL

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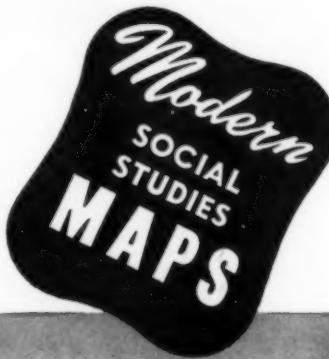
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Cleveland School News

"Remarkable results," with "no refusals," has been the answer of all but 150 of the personnel of the Cleveland public school system to the board of education's campaign to get anti-Communist loyalty oaths from 4800 persons, including teachers.

Michael L. Wach, clerk-treasurer, notified the board at the start of the 1949-50 academic year that the 150 affidavits which still had not been returned to school headquarters were in the hands

of employees, "who apparently simply have neglected to turn them in. Out of all of those affidavits returned," Wach reported, "we have not had one refusal."

The board, some time ago, voted to require new school employees to take the oath and request present employees to do so. The action attracted wide attention and was copied by other school systems in Ohio and the nation, school officials here said.

In one of the most important administrative appointments in Cleveland in some time, members recently appointed Walter W. Du Breuil head of foreign languages in the schools. He had been head of the foreign language department at Lincoln High School. Du Breuil succeeds Dr. Emile B. de Sauze, who retired in June.

* * *

An avowed Communist has filed for election to the Cleveland board of education. He is Anthony Krchmarek, chairman of the Communist party in

Cuyahoga County (Cleveland). He will oppose four incumbents, Mrs. Norma F. Wulff, board president; Charles A. Mooney, Alfred A. Benesch, and Carl F. Shular, vice-president, in the November election.

A sixth candidate will be Ralph W. Findley, an insurance man and an active worker in the Cleveland branch of the National Association for the Advancement of Colored People.

SCHOOL LUNCH AND INSTRUCTION COMBINED AT ALTAMONT, KANSAS

School lunch activities have been tied in with the vocational agriculture program in the LaBette County Community High School at Altamont, Kans., under the direction of Principal Herman F. Harrison.

Last year the school bought nearly \$8,000 worth of live beef and the vocational agriculture boys fed and fattened the cattle. The school lunch program had a better grade of beef and the boys had the experience of butchering the animals.

The school operates a 12-acre garden, has its own gardener and equipment. It serves 100,000 meals during the year. For the past two years, the school has raised enough potatoes to supply its needs.

Five cooks, aided by 17 pupils, prepare and serve an average meal consisting of 75 pounds of beef, 125 pounds of potatoes, 35 loaves of bread, 10 pounds of butter, 50 to 80 quarts of vegetables, and 30 gallons of pasteurized milk. About 300 pupils eat at the school each day at a cost of 20 cents per meal.

Without the U. S. surplus commodities received the school would have had to charge five cents more for each meal for a total of about \$5,000 for the year, which is in addition to the federal reimbursement of nine cents for each meal.

PAXTON EDUCATIONAL ADVISORY COUNCIL

The Paxton Community Unit School Dist. No. 2, of Paxton, Ill., has organized an educational advisory council, which has proved very much worth while in developing better public relations. A careful cross section of the people in the district has taken into account geographical locations, civic organization, and minor community groups.

The advisory group which comprises 18 members, meets monthly with one board member and one administrator of the system. The administrator acts as chairman and the board member acts as recorder. The greatest values have been obtained in answering the questions of school patrons and in explaining the why and wherefore of school policies and activities. It is not the purpose to have this group become an action committee. It is the purpose to use a large part of their unified suggestions in developing school policies and to make them realize their real worth as liaison between the school and community.

CHANGES IN MISSOURI VALLEY

The school board of Missouri Valley, Iowa, with the assistance of Supt. Kenneth W. Miller, has put into operation a new high school schedule which entirely eliminates study halls. It was found that the study hall had become a problem and had been of little actual learning value to the students.

The new program places a student in four classes, with a six-period day. In guidance, each student meets his guidance director twice a week; one period a week is given to a student-planned assembly; and the other periods are given to activities of the student's choosing. These activities include photography, folk dancing, art, art crafts, auto mechanics, hobbies, collecting, and nature study. Teachers are assigned to each extracurricular group according to their interests. Students may change activities each semester, which permits all students to take part in some activity while in school.

In guidance, each teacher has from 20 to 25 students. These students are all of the same grade level. Freshmen will study orientation the first semester and community and future planning the second semester.

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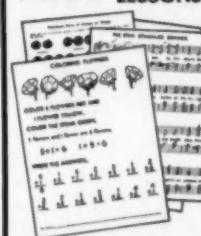
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PERSONAL NEWS

► **JAMES T. SHARE**, of Fort Scott, Kans., has assumed his duties as superintendent of schools at Collyer.
► **LEO CUTRIGHT** has accepted the superintendency at Madison, Mo.
► **DAN BEDINGER** has accepted the superintendency at Roy, N. Mex.
► **JAMES C. HAUDER**, of Galva, Kans., has been elected superintendent at Coolidge.
► **SUPT. B. E. MANN**, of Treynor, Iowa, has been presented with a silver award in recognition of his 25 years' service in the schools.

► **C. W. SKINNER** has been elected superintendent at Huntley, Wyo.

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October, 1949

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The Parent Writes the School

John H. Moehle¹

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The following letters are genuine, the product of that great American character—the parent. Exactly what person wrote, when a letter was written, and where it was received, are unimportant. However, each of the letters has been received, read, and recorded in official school records of New York State.

Because the compiler is a public school official, he expects to receive a mental sandpapering from all directions when this material is released. But he is used to that, so without further ado, let's proceed with samples of the slaughter of the syllables.

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Dear Coach: Joe tolle me has got to ware his gim suit in gim. Well the old lady is washing it so what the hell do you want him to go—bearback. — *Joe S* —, Father

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Minor and major physical disabilities are the cause of much interchange of words between school officials and worried parents.

¹Onteora Central School, Phoenicia, N. Y.

It's NEW! Omega^{*} CHALKBOARD CHALK

in

Color!



✓ DESIGNED FOR YOUR CHALKBOARD
WRITES SMOOTHLY • ERASES EASILY • 8 PLEASING COLORS

Write for 2 stick sample. Send 10c to cover cost of handling and mailing.

AS-JB

WEBER COSTELLO COMPANY

Chicago Heights, Illinois, U. S. A.

* ® Weber Costello Co.

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Teacher: Will you please let Celia go out as she comes home every night with wet pants. I have had the Dr. for her and he said she can't hold it. — *Mrs. O* —

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SAFE ON ANY SURFACE

WALLS, desks and fixtures as well as floors, ... everything may be cleaned safely and economically with Floor-San, the modern cleaning compound. Because this one

revolutionary new cleanser may be used on any surface unharmed by water you need stock only one cleaning compound instead of four or five. Anyone can use it successfully. Try it . . . you'll find it a real labor saver.

Write for sample.

**HUNTINGTON LABORATORIES, INC.
HUNTINGTON, INDIANA
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PERSONAL NEWS

- JAMES T. SHARE, of Fort Scott, Kans., has assumed his duties as superintendent of schools at Collyer.
- LEO CUTRIGHT has accepted the superintendency at Madison, Mo.
- DAN BEDINGER has accepted the superintendency at Roy, N. Mex.
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✓ DESIGNED FOR YOUR CHALKBOARD
WRITES SMOOTHLY • ERASES EASILY • 8 PLEASING COLORS

Write for 2 stick sample. Send 10c to cover cost of handling and mailing.

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WEBER COSTELLO COMPANY

Chicago Heights, Illinois, U. S. A.

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**Like CHAMOIS...in color...
absorbency..and softness to the skin**

MOSINEE TOWELS have pleasing chamois-like qualities that only natural, non-bleached Mosinee paper toweling provides. Strong and tough, they hold together better in use. Highly absorbent, they "drink in" maximum water per towel, fast. They are soft to the skin, genuinely satisfying! For further information, write . . .

BAY WEST PAPER CO., GREEN BAY, WIS.
A Division of Mosinee Paper Mills Co.

Member of National School Service Institute



MOSINEE Sulphate Towels

PREP-TOWLS • ZIP-TOWLS • TRIM-TOWLS • TURN-TOWLS • ROL-TOWLS

The following come under the head of unclassified information and range from a plain, old-fashioned touch to tiers.

C — New York

Mr. B.: Could you make that check \$65. dollars instead of fifty. If you can I will pay \$5 more interest on another two weeks. Please answer soon, An oblige — Bill —

* * *

C — New York

Mr. B.: I am bothering you again I know, but will you kindly tell me whether two piles of stove wood 16 in long (or \$8 worth) is called two cords or two tiers. Papa asked me to order wood by postal this morning from Mr. Van and as I trusted to memory to write same at P.O. I think I may have given a wrong order in writing two tiers. However by your telling me I can give

the correct order tonight and cancel the other in time. — S —

No one ever found out what "Friend" was thinking about but this note came special delivery, return receipt requested.

R.D. 1, N — New York

Mr. A.: Perhaps this doesn't concern you. But it may reach the right party. about a year ago I paid out eight dollars for premium which I never got or the money back. that's getting money under false pretense.

If I don't hear from it in a few days, I am going to put in some ones hands to collect, because there's nothing fair about it. — *Friend*.

Below is a letter from a Negro woman who philosophizes about education, in general.

* * *

A — New York

Mr. F.: This is from Mary's mother. When ever I keep Mary home I am sick and the reason i kept her home this morning is because i had some teeth pull and i couldn't wash this morning and she had to stay home and wash, but from the looks of her report card, she isn't doing a darn thing in school. Mary is not learning anything she can't spell Chicken and if she was old enough i wouldn't let her come at all. You haven't got very much longer to teach her because she will soon be 15 and when she becomes 16 that will be all of it and soon as she misses one or two days here comes Mrs. G — * and i wouldn't keep her out as much as i do but i have high blood pressure and i cannot wash and iron or either cook some times. This is from Mary's mother and by you or me keeping her in school that don't make her learn nothing i no that she have to go to school because it is the laws rule.

Dear Reader: Please excuse me from adding further samples of letters. I'm developing periostitis of the first metacarpus. — *J.H.M.*

*School nurse and attendance officer.

**MOUNT HOLLY ENDS SEGREGATION
IN THE SCHOOLS**

The Mount Holly, N. J., school board abolished its only Negro elementary school and ended segregation in the school system. The board acted after only 6 of the expected 53 pupils showed up to enroll in the Samuel Aaron School for Negroes.

The parents refused to register their children in the Aaron school because they had been unable to enroll them at the Samuel Miller school, which has had all white pupils. William E. Karg, board president, said the Negro pupils would be absorbed into the other elementary schools in the community.

"It is deeply disappointing to the Mount Holly board," a statement by Mr. Karg read, "that those advising the parents of the Negro children of Mount Holly have seen fit to precipitate a situation for which the board had hoped to have time to gather sufficient data in order to reach an intelligent decision."

The board, he continued, sought "the best method of rearranging classes so as to completely avoid any possible question of segregation" after determining the enrollment for the year and estimating the enrollment increase resulting from the completion of a housing project.

The two-room Aaron school, which has pupils for the first four grades, will close temporarily and the pupils will go to either the Miller school or to the Brainerd-Buttonwood school, which has both white and Negro pupils. New Jersey state law provides that children in the elementary schools are not to be segregated.

PROGRESS IN ATLANTA SCHOOLS

Progress in Atlanta and Fulton County, Ga., schools during the past two years, under the Atlanta Community School Plan, has been very gratifying and remarkable, according to Frank Neely, chairman of the Bond Commission's School Committee. The statement was made following a report by Miss Ira Jarrell, superintendent of schools, at a meeting of the board of education and committee members. Miss Jarrell illustrated her report with a series of charts and pictures depicting every phase of school activity in Atlanta and showed that the percentage of school failures had dropped more than one third under the new system.

Miss Jarrell credited the system with improving standards of Negro education, eliminating political barriers between school groups, eliminating transportation problems of students in isolated areas, increasing the number of graduating seniors, and building community spirit.

Two goals for the year 1949-50 are improvement of rate and comprehension in reading for all students and further efforts to improve Negro educational standards.

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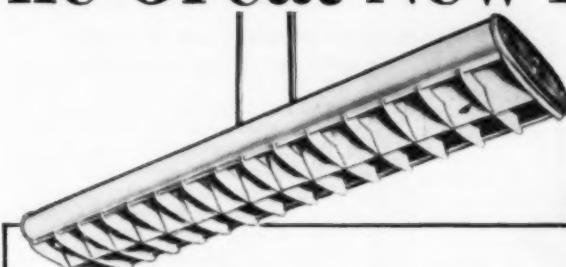
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The Great New Fluorescent Fixture... for Classrooms, Offices!



- 1 Can be surface or pendant mounted (shown), singly or in continuous rows. Engineered especially to meet classroom and office requirements, these CL-242 units are designed to join with no apparent separation for single sweeps of light!
- 2 Exclusive Sylvania Miracoat finished reflector has a minimum reflection factor of 86%!
- 3 Easy to install—no mounting plates needed for attaching directly to ceiling!
- 4 Exclusive reflector spring latches at both ends of fixture release the entire reflector and louver assembly (which hangs on chains) for easy lamp replacement and cleaning!
- 5 No loose parts to rattle—baffles are crimped on by a special Sylvania method.
- 6 Comes complete, ready to install—with the new Sylvania Triple-Life lamps that last 3 to 6 years in normal school operations! Send coupon for full particulars!

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500 Fifth Ave., New York 18, N. Y.
Gentlemen: Forward full details on new
CL-242 Fixture and Triple-Life Lamps.
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FLUORESCENT LAMPS; FIXTURES; WIRING DEVICES; SIGN
TUBING; LIGHT BULBS; PHOTOLAMPS; RADIO TUBES;
CATHODE RAY TUBES; ELECTRONIC DEVICES

SYLVANIA ELECTRIC

FOR ALL FOLDING-CHAIR NEEDS

American "FOLDING FORTIES"

OFFER COMFORT, GOOD LOOKS, DURABILITY, ECONOMY

- ✓ CAFETERIAS
- ✓ LIBRARIES
- ✓ GYMNASIUMS
- ✓ OFFICES
- ✓ CLUB ROOMS
- ✓ AUDITORIUMS
- ✓ ASSEMBLY ROOMS
- ✓ CHAPELS



American Folding Chair No. 44 with plywood seat—Strong: Frame is triangular steel tubing with solid-steel cross braces. Comfortable: Formed hardwood seat of five-ply urea-resin-bonded plywood, 14 1/4" wide, 15" deep, walnut stained, durably lacquered. Formed-steel back panel. Safe: Can't tip forward in use, no snagging, pinching, or soiling hazards. Quiet: Folds quickly and quietly; easy to carry and store. Metal parts finished in baked enamel. Replaceable rubber feet.

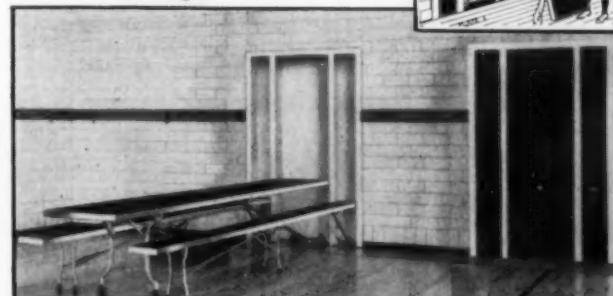
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NEW PUBLICATIONS for School-Business EXECUTIVES

College Building Needs

By Ernest V. Hollis and Associates. Paper, 58 pp., 25 cents. U. S. Government Printing Office, Washington 25, D. C.

This report on a survey of existing space in relation to needed buildings and the means for providing them, points out the fact that present plants are inadequate and obsolescent. The report urges that the cost of expanding plants and equipment to meet greater needs demands the most careful planning and co-ordination of effort. It is important that new college buildings be

adapted to the rapidly changing demands of modern education so that the nation may receive the greatest possible return for the new money invested. It is to be hoped that this report fore-shadows a new era in the architecture of college buildings in which functional design rather than monumental and economical plan rather than traditional prodigality distinguish the new college plant.

Annual Report of the Federal Security Agency, 1948

By Rall I. Grigsby. Paper, 530 pp., 25 cents. Published by the U. S. Government Printing Office, Washington 25, D. C.

This unit of the annual report of the Acting Commissioner of Education Rall I. Grigsby for the fiscal year ending June 30, 1948, surveys the recent problems and proposals in higher educa-

tion and discusses the trends in education, the major developments of the past fiscal year, curricular developments, educational services and facilities, grant-in-aid programs, teaching personnel, and educational relations with other nations.

State Government Finances in 1948

Compiled by Charles Sawyer and J. C. Capt. Paper, 56 pp., 25 cents. Published by the U. S. Government Printing Office, Washington 25, D. C.

Contains a general summary of state general revenue, general expenditures, and total debt for 1942-48. It includes detailed comparative state-by-state figures on expenditure, financial operations of state-operated monopoly systems, debts outstanding, sinking funds, state unemployment compensation, and retirement funds.

Statistics of City School Systems, 1945-46

By Lester B. Herlihy. Paper, 73 pp., 20 cents. Published by the U. S. Office of Education, Washington, D. C.

This is Chapter III of the Biennial Survey of Education for 1945-46 presenting the status of city school systems in 1945-46. It reviews the major changes which have occurred in city school systems over the nation during the past decade and longer and includes data pertaining to school personnel and finance. Other important chapters pertain to enrollment, teaching load, salary expenditure, sources of revenue, current expenditures per pupil, value of school property, bonded indebtedness, and summer schools. It includes a list of text tables and summary and detail tables.

The Elementary Program Designs a New School in Dearborn, Michigan

Paper, 20 pp. Published by the Dearborn schools at Dearborn, Mich.

A blueprint for new elementary schools being constructed in Dearborn. A program of instruction for local school policies and an explanation of how the elementary program has been reflected in the functional design of the elementary schools.

Federal Aid in Construction of Public School Facilities

Paper, 8 pp. Published by the U. S. Government Printing Office, Washington, D. C.

A statement by Hon. Hubert H. Humphrey of Minnesota presented to the United States Senate, in June, 1949, concerning the critical need for school plant construction and suggesting means for meeting the need in all the states. A new Bill S-2317 proposes to authorize funds for a nationwide state-by-state survey of physical facilities for elementary and secondary schools.

Brief History of the Boston Public Schools, 1635-1949

Paper, 30 pp. Published by the Boston School Committee, Boston, Mass.

This brief bulletin outlines the history and describes the present status of the business divisions of the Boston schools.

Cragmont Test

By John C. Warnecke, A. I. A. Paper, 16 pp. Berkeley School District, Berkeley, Calif.

This well-illustrated booklet describes an experiment in the construction and finish of classrooms, all intended to produce an ideal lighting situation. Two classrooms of a portable school building are being used for the test. One room has been left as is with ordinary unilateral window lighting, light ceiling and walls, dark blackboard, dark floor, and dark furniture.

A second room has been finished with directional glass block over a vision strip of clear glass. The direct light of one half of the vision strip is controlled with Venetian blinds and the other half is controlled with a canopy extending horizontally along the bottom of the glass blocks and consisting of wood strips which stop the direct sunlight but which permit a certain amount of light from the sky to reach the windows.

The entire room has been finished with high reflective colors, in light blue and pink walls and a white ceiling. Floor and furniture have been kept light in color, and pink and light blue chalkboards have been installed.

While no statistical data have been issued, the teachers and children are in full agreement that the test unit is amply lighted and is without glare or sharp shadows. The room is extremely pleasant and the children are completely unconscious of their surroundings. The test is one which deserves to be repeated under conditions found in the northern states where there is considerable cloudy weather and where the days are short during the winter. The results achieved in the Cragmont School Test deserve wide study.

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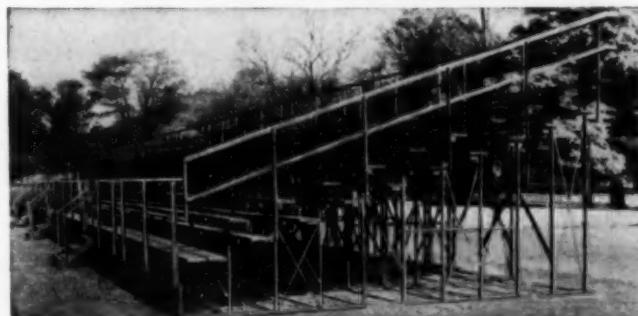
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EXTREMES AND REVERSALS IN EDUCATION

(Concluded from page 20)

fair share of the teacher's time. They seldom get it where there is no segregation.

We hear the argument, "we must keep the pupil with his social group." The question arises, Does a pupil gain much social happiness in a class where he is at the tail end of the line all the time? The real facts are that by such a plan we are likely to increase his inferiority complex, which we should do everything to avoid.

There is some very effective remedial work done which is a good compromise on the segregation problem. The plan is to select in the upper grades of the elementary school the pupils who are the most retarded and assign them (not to exceed 15) to a special teacher. This special teacher schedules a pupil to regular classes of social age according to his ability to do the work. The remainder of the time she provides work for him to do in her special room. Such a plan has much to commend it.

There is no argument about the need of changes from time to time in our methods of administering the school. That is the way we progress. What we need to guard against is the "either/or" attitude in approaching major problems in education that has not been comforting to teachers or parents.

NEWS OF SCHOOL BOARD OFFICIALS

- MAURICE BOECKMAN has been elected president of the school board at Vincennes, Ind. BEN KIZER was named secretary.
- The school board of Wichita, Kans., has reorganized with E. E. BAIRD as president; HARRIE S. MUELLER as vice-president; and L. E. WILBUR as secretary-treasurer. The six new members of the board are WILBUR ANDERSON, JOHN BOYER, GORDON JONES, MAYNARD WHITELAW, DR. H. N. SIMS, and Mrs. EDNA WEATHERS.
- WARREN B. OKEY, of Jasper, Minn., has tendered his resignation to the school board.
- ROBERT CORNEER, of Mascot, Neb., has accepted the superintendency at Miller.
- R. L. SCOTT has accepted the superintendency at Steele City, Neb.
- SUPT. DARREL GENZLINGER, of Plymouth, Neb., has been re-elected for another year.
- JAMES R. FRAZIER, of Wewoka, Okla., has accepted the superintendency at Okmulgee.
- O. E. HENDLEY, of Nashville, Ga., has accepted the superintendency at Wadley.
- SUPT. J. JOHN HALVERSON, of Albert Lea, Minn., has been appointed by the governor as a member at large on the State Teachers College Board. The board comprises a resident director for each of the colleges and two members at large.
- The National Education Association has announced the appointment of DR. FINIS E. ENGLEMAN, State Commissioner of Education of Connecticut, as chairman of the National Commission on Teacher Education. New members of the Commission are RUTH A. STOUT, Topeka, Kans., and JOHN L. BRACKEN, Clayton, Mo.
- THOMAS D. KELLEY, formerly principal of the high school, Chariton, Iowa, has assumed his duties as assistant to the superintendent at Wichita, Kans.
- S. K. TRUMP has been elected president of the school board of Dist. No. 4, Blue Springs, Mo.
- The school board of Cheyenne, Wyo., has reorganized with C. N. BLOOMFIELD as president; R. S. GRIER as treasurer; and L. M. BAGGS as clerk.



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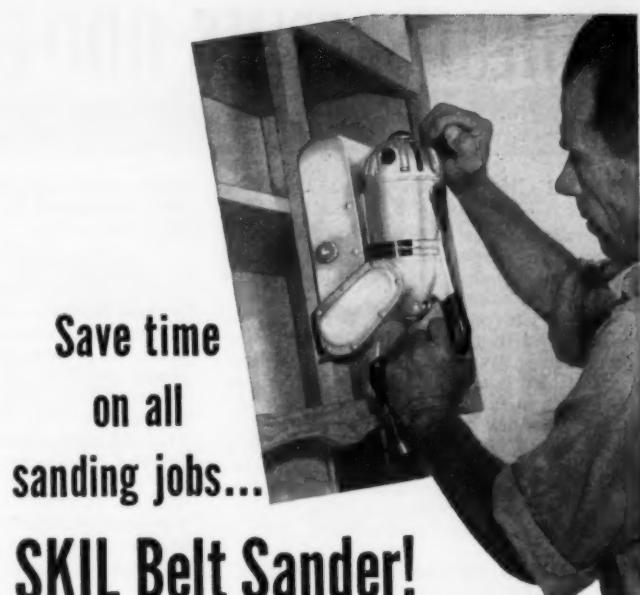
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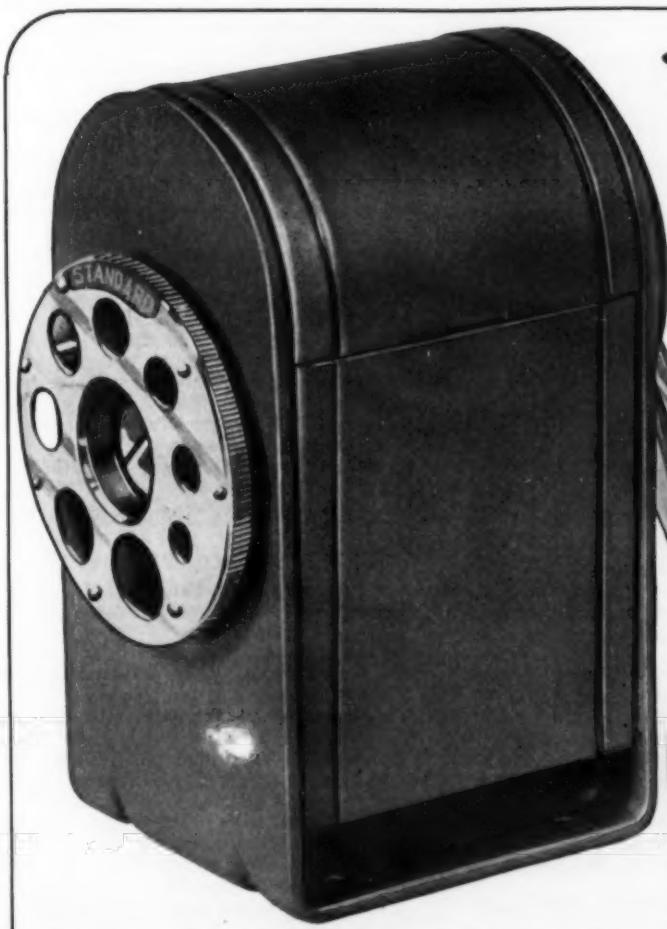


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WIDER CHOICE IN CRAYON PACKAGES

The American Crayon Company has announced a wider selection of packings for crayonex and coloring crayons, which fits into a wider range of uses of this useful color medium.

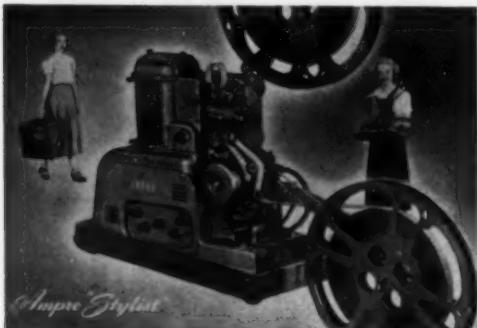
The No. 322 Crayonex box, a 24-color assortment, is arranged in two rows, 12 sticks to the row, and retails for 30 cents. The No. 323 Crayonex is also a 24-color box in a flat, lift-lid package, with every stick in full view, and lists at 35 cents. The Deluxe Crayonex No. 326, containing 32 colors, including gold, silver, and copper, comes in a flat, lift-lid box, and sells for 60 cents.

For complete information write to the American Crayon Company at Sandusky, Ohio.

For brief reference use ASBJ—01001.

NEW AMPRO PORTABLE SOUND PROJECTOR

The Ampro Corporation has announced a new premium quality 16mm. sound projector, which is portable, weighs less than 29 pounds, and sells at a popular price. Basically new in design and construction, the new featherweight "Stylist" pro-



New Ampro Portable Sound Projector.

jector embodies smooth, silent operation, clear pictures, and lifelike sound reproduction. Rugged, but light in weight, the "Stylist" has a speaker, an amplifier, cords, and accessories, and is very simple to set up and operate.

For complete information write to the Ampro Corporation, 2835 N. Western Ave., Chicago, Ill.

For brief reference use ASBJ—01002.

ROYAL'S VISUAL AID FOR TEACHING TYPING

The Royal Typewriter Company has announced a new film designed to aid teachers in instructing beginners in the basic typewriting techniques. The film is a planned course in basic typing, arranged in 19 sequences for intermittent projection over a two- to three-week period in beginners' classes. Special camera effects are employed during the drills to aid the memory and attention of pupils. The drills are planned to develop kinesthetic control of the keyboard and to train in correct stroking methods.

The Royal teaching aid is a 16mm. black and white sound film in six reels and the training procedures presented have been approved by leading typing specialists. Prints are available for rental at \$18.75 for two or three weeks, or for sale at \$99.68.

For further information write to the School Department, Royal Typewriter Co., Inc., 2 Park Ave., New York 16, N. Y.

For brief reference use ASBJ—01003.

NEW SYLVANIA ELECTRIC FIXTURE

A new fluorescent lighting fixture, combining high output of indirect light with easy mainte-

nance, trim appearance, and other features, has been announced by the Sylvania Electric Products, Inc.

This new fixture, called CL-242, is a two-lamp, 40-watt unit, with a bottom louver, and luminous plastic side panels. When mounted in a continuous row, the fixture forms an unbroken line of light pattern having the appearance of a single sweep of fixture. Individual units can be joined closely so that the dark areas which occur between fixtures are eliminated. When pendant mounted, the CL-242 has an over-all efficiency of 85.5 per cent, unequaled by that of any similar unit on the market. Its high percentage of indirect light enables the fixture to be used effectively in reducing shadows and reflected glare. The fixture offers unusual flexibility in mounting, whether surface or pendant. No mounting plates are required, joining is easily and quickly performed by fastening the end plates of units together with small bolts. The wireway is grommeted, which makes bushings and lockouts unnecessary.

For complete information write to Sylvania Electric Products, Inc., 500 Fifth Ave., New York 18, N. Y.

For brief reference use ASBJ—01004.

ALL-STEEL CLOTHING LOCKERS

All-Steel Equipment, Inc., has announced a new line of all-steel clothing lockers which are being produced for the first time since the war. These clothing lockers represent a refinement in design, which insures a beautiful appearance with all of the functional features which experience has shown to be needed.



New All-Steel School Clothing Lockers.

The ASE single-tier lockers, shown in the illustration, are being produced in a variety of styles and fitted with several kinds of equipment, for use in schools and educational institutions. The standard equipment consists of a hat shelf, a two-prong ceiling hook, and three or more single-prong coat hooks. The finish is in olive green, dawn gray, or school furniture brown.

Complete information can be obtained by writing to All-Steel Equipment, Inc., West Griffith Ave., Aurora, Ill.

For brief reference use ASBJ—01005.

NEW DITTO LIQUID DUPLICATOR

Ditto, Inc., Chicago, has announced its new Ditto D-10 direct process (liquid) type machine, equipped with a "magic copy control," operating with a flip of the finger and controlling the length of run and brightness of copy.



Ditto Liquid Duplicator.

The machine employs the famous Ditto direct process duplicating principle and eliminates cutting of stencils, typing, and mats. It is capable of producing up to 140 copies per minute of anything typed, written, drawn or printed in as many as four colors in one operation. Copy can be made on any weight paper from 16 lb. to heavy card stock, and in any size up to 8½ by 14 in. It is equipped with a disappearing tray, a reversible feed tray, a quick-shift paper guide, swinging feed rollers, and stainless steel parts to guard against corrosion.

Complete information may be obtained by writing to Ditto, Inc., at 2215 W. Harrison St., Chicago 12, Ill.

For brief reference use ASBJ—01006.

NEW HANDBOOK OF ART EDUCATION MATERIALS

The American Crayon Company has announced a new Handbook of Art Education Materials for the help and guidance of the busy teacher. It discusses in brief and to-the-point form the quality and characteristics of each medium, as well as ideas and suggestions on actual class application. Special chapters are provided on the promotion of a school art program and the handling of exhibits and displays. An important feature is a set of tables showing the normal per pupil or per classroom requirements for each art medium which answers many troublesome questions. The booklet sells for 50 cents per copy.

*The American Crayon Co., Sandusky, Ohio.
For brief reference use ASBJ—01007.*

ENCYCLOPEDIA-BRITANNICA OFFERS 22 SOUND EDUCATIONAL MOTION PICTURES

The Encyclopedia-Britannica has released 22 sound educational motion pictures and two film strip series as features of its new fall line of motion pictures. The new releases are 16mm. sound films for use in classrooms and cover widely separated subjects. High-lighting the films are two series of 16mm. motion pictures on Living Forests, three films on Forest Conservation, and five films on American Literary Greats. Two film strip series on American history and general science are also offered. The forest films, one reel long, in full color, discuss the importance of forests to industry and the food supply.

*Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.
For brief reference use ASBJ—01008.*

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its new
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AMERICAN SEATING OFFERS BOOKLET ON THE CLASSROOM

The American Seating Company has just issued a 48-page, illustrated monograph, prepared by Dr. Darrell Boyd Harmon, describing "The Co-ordinated Classroom." This new booklet which fills a long-felt need for information on the Harmon plan covers every phase of the title, including posture, lighting, decoration, equipment, and visual problems. It is an important publication for school authorities faced with the problem of improved classroom environment to aid growing children in functioning as healthier, more alert, and efficient pupils.

A copy of the booklet will be sent free upon request to the American Seating Co., Grand Rapids 2, Mich.

For brief reference use ASBJ—01009.

UNDERWOOD ANNOUNCES NEW LINE OF STENCIL SUPPLIES

The addition of a new line of stencil duplicating supplies has been announced by the Underwood Corporation, including stencils, inks, and correction fluid. Featuring a dull, velvet finish, the stencil offers excellent visibility, appearance, and contrast. Designed for long reproduction runs, the stencil is especially strong for stylus work in drawing forms and illustrations. The ink is soluble in water, permitting the operator to wash off stains with soap and water. It is miscible with other standard quality inks. The correction fluid is packaged and includes a brush and a burnisher as part of the kit.

For complete information write to the Underwood Corporation, 1 Park Ave., New York 16, N. Y.

For brief reference use ASBJ—01010.

AMERICAN SEATING ANNOUNCES APPOINTMENT OF MR. HUGH G. BERSIE

The American Seating Company, Grand Rapids, Mich., has announced the appointment of Hugh G. Bersie as director of products for the firm. This new job involves the co-ordination of the manufacturing, sales, and service activities of the individual product managers of such product lines as school, church, theater and auditorium, folding chair, stadium, transportation, and display.

ANNOUNCE MENDEL STABILIZED DOOR

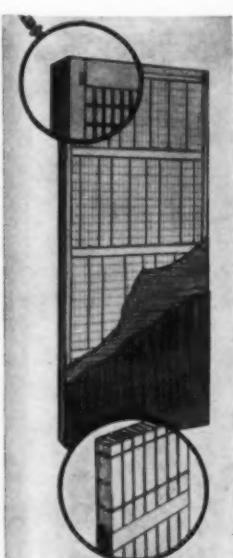
The Mengel Company, Louisville, Ky., has announced its latest product, a solid core flush door, which can be used optionally as an exterior or inside door.

The Mengel stabilized door has a core of unique construction, which withstands violent changes in temperature and humidity, giving the product unusual stability. This door has been subjected to severe tests in the firm's laboratory and has been found to withstand extreme conditions of temperature and humidity. Mengel's exclusive stabilized features, with closely controlled waterproof gluing techniques, offers the utmost in protection from the elements.

Complete information can be obtained

by writing to the Mengel Company at Louisville, Ky.

For brief reference use ASBJ—01011.



Mengel Solid Core Flush Door.

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1949

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